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ABSTRACT

The Yaqui Parent Education Demonstration Project was founded in 1975 with the aid of Maricopa County Head Start in Guadalupe, Arizona, to help foster the continuation of the Yaqui language, history, and culture. With a 1-year grant from the Department of Health, Education, and Welfare/Office of Child Development, organizers hired a coordinator, part-time staff, and six trainees. In the course of the year, the staff and trainees successfully researched Yaqui materials; provided consultant opportunites to community members; implemented a home-based education program; developed cultural concept and language materials to be used by preschool children and interested families; circulated a monthly newsletter; hosted three Yaqui cultural fairs; developed a Yaqui recipe booklet; provided presentations on Yaqui customs to various organizations; initiated an art supply fund for community artists; initiated summer youth classes in Yaqui history, culture, and language; and developed instructional materials including traditional costumes, monthly newsletters, slides, cultural flashcards, exhibition items, and dolls. The report contains nine sample lesson plans; sample vocabulary lists in English, Spanish, and Yaqui; four illustrated booklets containing short stories, animal pictures, number lessons, and recipes; participant evaluations; newspaper reports of the project, and administrative forms. (SB)

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YAQUI PARENT EDUCATION
DEMONSTRATION PROJECT

FINAL REPORT

AUG 1983
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[1977]

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TABLE OF CONTENTS

Introduction 2

Acknowledgements 5

SECTION I

Community Profile 7

Pupulation

Educational Attainment

Labor Force Statistics 8

Background 9

Project's Goals and Objectives

Summary of Accomplishments 13

SECTION II

Calendar of Events 15

SECTION III

Sample Lesson Plans 22

Sample Vocabulary Lists 31

Developed Yaqui Booklets 37

SECTION IV

Trainee Questionnaire and Evaluations 108

Profile of Project Participants 119

SECTION V

Letters of Support 120

Newspaper publicity 123

SECTION VI

Appendixes 136

SECTION VII

Project Photos 147

INTRODUCTION

The Yaqui Parent Education Demonstration Project funded by the Office of Child Development, Department of Health Education and Welfare is an experimental parent/child training project designed to help foster the continuation of the Yaqui language, history and culture by utilizing existing community resources and materials.

The project was founded in 1975 by five parents and three head Start staff members from the Guadalupe Yaqui Community. The project's objective was the development of training activities and materials which would assist Head Start children and interested community families to increase their knowledge and understanding of the Yaqui history, culture, and language.

SPECIAL ACKNOWLEDGEMENT

THE GUADALUPE PARENTS AND HEAD START STAFF WISH TO THANK MR. GABRIEL YANEZ, OFFICE OF CHILD DEVELOPMENT, DEPARTMENT OF HEALTH EDUCATION AND WELFARE, REGION IX COMMUNITY REPRESENTATIVE, FOR HIS ENCOURAGEMENT, PATIENCE AND COMMITMENT TO HELP THE YAQUI PEOPLE MEET THEIR EXPRESSED NEEDS. THIS PROJECT WOULD HAVE NEVER DEVELOPED WITHOUT HIS ASSISTANCE.

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The Maricopa County Head Start Program would like to acknowledge and extend our appreciation to those who have contributed to this Yaqui Parent Education Demonstration Project.

Tempe School District, School Board

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Frank School Principla

Larry Sporage, Tempe School District
Title V, Indian Education Program
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Guadalupe Head Start, Teachers

Luis Valenzuela, Sr., Yaqui Resident
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Frank Felix, Yaqui Tribal Council
Secretary.

Arizona State University, Linguist
Department.

John Durarte, Community Yaqui Artist

John Chavez and Betty Gorlich
DHEW OCD Region IX.

GUADALUPE YAQUI PROJECT CONSULTANT PRESENTATIONS

NAME OF CONSULTANT	PRESENTATION
Mr. Anselmo Valencia Tucson Pasqua Village	Historical Migration of Our Forefathers
Mr. Lawrence J. Sbragia Tempe School Dist. - Indian	Slides on Yaqui Fiestas, Yaqui Leaders
Ms. Paula Craig Phoenix	Nutrition - Film on Read The Label, Set a Better Table.
Mr. Jose Maria Matus Guadalupe resident	Typical Yaqui Pascola Dance. Dress, Customs

Mr. Guadalupe Velasquez Guadalupe resident	Matachini Dances
Mr. Ignacio M. Alvarez Guadalupe resident	Music for Matachini Dancers, Yaqui Story Teller
Mr. Jose V. Solarez, Jr. Guadalupe resident	Yaqui History
Ms. Mary Roberts Phoenix	Child Abuse and Neglect
Mr. Jose V. Matuz Guadalupe resident	Language Consultant
Mr. Jose M. Gonzales Guadalupe resident	Demonstration on how the Yaqui Musical Instrument The "Jicara" is made.
Mr. John Duarte Guadalupe resident	Illustrations for Yaqui Project Booklets
Ms. Salome Hernandez	A.S.U. graduate student Yaqui History presentations
Ms. Susana Canisales de Hernandez Maricopa County Head Start Education Coordinator	Early Childhood Development Concepts
Mr. Luis Valenzuela, Sr. Guadalupe resident	Yaqui History

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SECTION I

Community Profile

* Ethnically, Guadalupe is composed of Mexican-American and Yaquis. Together, these two groups represent 96.6% of the city's population. While the Community has grown by 8.1% between 1971-1976, the racial composition of the community has slightly changed in 1976, the Yaqui population represented 32.6% of the population in comparison to the Mexican-American population which was 64.0%.

Population - 4,064

Educational Atainment

Educational attainment of those 25 years of age and over by sex in Guadalupe, Arizona

Years of School Completed	August 1971			August 1976		
	Total	Male	Female	Total	Male	Female
Total	1,180	565	615	1,452	725	727
less than 8 years	740	365	375	754	393	361
8 years	220	90	130	336	140	196
9 to 11 years	90	50	40	130	61	69
12 years	80	35	45	169	92	77
13 to 15 years	20	10	10	47	29	18
16 years	10	5	5	12	7	5
Post graduate Studies or information not available	20	10	10	4	3	1
Median	6.0	5.8	6.1	6.8	6.8	6.8

* Data for this summary was taken from the June 1976, Manpower Survey, prepared by the Arizona Department of Economic Security, Bureau of Statistical information, Research and Analysis.

Educational attainment of those 16 years of age and over by sex in Guadalupe, Arizona.

Years of School Completed	Total	Male	Female
0	210	106	104
1	25	10	15
2	44	25	19
3	122	69	53
4	83	43	40
5	80	41	39
6	143	80	63
7	90	42	48
8	481	210	271
9	150	75	75
10	168	88	80
11	142	71	71
12	321	171	150
13	40	17	23
14	38	21	17
15	17	11	6
16	16	8	8
17	0	0	0
18	3	2	1
19	0	0	0
20	1	1	0
Median	7.6	7.7	7.6

Labor Force Statistics

Size of the Labor Force

The civilian labor force in Guadalupe totaled 1,192 which is 54.7% of the population 16 years of age and older.
This compares with 52.4% in 1971. The civilian labor force participation rate is lower than that of the Phoenix, SMSA, 60.2%, Arizona 56.9%, or the United States, 61.7%. The latter rate is based on the time period, March 1976; rates shown for the county and state are for April 1970.

Approximately two-thirds of those in the labor force were males. Almost one in two (45.3%) of those 16 years of age and over were not in the civilian labor force.

Unemployment Rate

The unemployment rate in Guadalupe for April, 1976 was found to be 27.2%. This is below the unemployment rate recorded in August 1971 of 29.1%.

BACKGROUND

The Yaqui (meaning "Chief River" referring to the Rio Yaqui) Indian in the United States are an important segment of the Yaqui people who dwelt along both banks of the lower Rio Yaqui but are now scattered over a large part of Sonora, Mexico.

The Yaqui people were always being persecuted and fought many bloody battles to protect themselves and their lands. From the first Spanish invasion to nearly 1900, the Yaqui were at war. Some of the Yaqui families crossed the Mexican border into Arizona.

The great suffering of the Yaqui people is, no doubt the reason for the sense of unity felt by them. This has been an important factor in keeping their distinctive customs going during the more than sixty years of living in Arizona, so far from their native land.

Living in seven little communities scattered throughout Southern Arizona and on borrowed land the Yaquis are without Federal recognition. Therefore, they receive none of the benefits and programs that have been granted to other American tribes which have served, in some measure, to foster the continuation of the language and cultures of the tribes.

Through a one year grant by D.H.E.W./O.C.D., Maricopa County Head Start, was able to serve as an advocate in helping to fulfill an expressed need by community residents, to have a program which would provide training on the Yaqui language, history and culture to interested Guadalupe adults and children.

THE PROJECT'S GOAL AND OBJECTIVES

The objectives of the Guadalupe Parent Education Project were to (1) help foster the continuation of the Yaqui language, (2) help foster the continuation of the Yaqui culture, (3) to expand parents' knowledge of Early Childhood Development principals.

Upon receipt of O.C.D. funds in November, 1975, Head Start Staff through community agencies, local newspapers, word of mouth, began recruiting for a Project Coordinator and Project Trainees. Screening and interviews were done by the Parent Policy Council Personnel Committee.

The Project Coordinator and Typist began working six hours a day; five days a week, while trainees worked three days, a week, three hours each day.

The Project Staff's first tasks were to:

- Identify community resources
- Establish ties with outside community resources
- Identify and obtain written information about the Yaquis

- Develop, implement and evaluate lesson plans to meet specific developmental trainee needs and project goals.

In attempting to identify community resources, it was discovered that:

- Few community individuals interviewed were able to speak or write the Yaqui language, however many felt they had some understanding of the language.

- Many community individuals were reluctant to be involved as consultants or home-based parents.

- Written materials on the Yaquis were few.

- Only two trainees, were able to speak or write some of the Yaqui language.

- Written materials in the Yaqui language were difficult to interpret.

- For much of the English vocabulary, ie; community helpers, zoo animals, there are no words for in the Yaqui language.

- No one may photograph any of the Yaqui ceremonials.

- Adults and children are not allowed, by the Yaqui community to imitate or duplicate Yaqui dances, ceremonial costums, or artifacts.

Based on the community resource assessment, phase II: Training, was initiated and it included:

- Developing vocabulary lists

- Having vocabulary lists reviewed by the Arizona State University Linguistics Department.

- Early Childhood Development and education training sessions for the trainees.

- Persuading community individuals, who had communicative and/or writing skills in the Yaqui language, to share their talents as consultants.

- Gathering written information from University libraries, private collections of community residents.

- Encouraging respected members of the community to share their Yaqui historical knowledge with Project Staff.

- Utilizing existing photographs, slides, books, music albums.

- Developing our own pictures of cultural artifacts.

At the conclusion of our first four months, trainee training, material gathering, vocabulary list development, early childhood education training, and educational game adoptation, the Project Trainees began working with Guadalupe Head Start children with one month remaining prior to the Head Start Center closure, review was done with the Project Trainees to assess:

- The language and educational concept teaching techniques utilized by the trainees when working with children.
- The attainment of trainee written and communicative skills in Yaqui.
- Trainee attainment of historical knowledge of the Yaqui.

The review showed improved reading, writing and speaking skills, by the trainees, through use of such techniques as spelling tests, flash cards, one to one practice sessions, Project recorded language tapes and daily language exercises.

When working with Head Start children, pictorial flash cards, color lotto, object bingo, language tapes using ear phones, number games, flannel stories, and simple conversation were used. Some progress was noted in the children's Yaqui language attainment. A vocabulary language skills record sheet was kept on each child to record progress. (Appendix A)

During June, July and August 1976, Project trainees continued attending training sessions for three hours a day, three days a week on language and history. More concept games were developed and early childhood education presentations were given.

Home-base parent recruitment forms were distributed throughout the community in June 1976, inviting interested families to enroll in a two day a week, one or more hours a day classes in Yaqui history, language and culture. (appendix B) Though the response was not overwhelming, there were a sufficient number of returned flyers to begin a home-base program.

One frequent question was asked by many parents at the time of Home-base recruitment.

- Could a summer youth program for teaching Yaqui language, history and culture be implemented?

Based on the number of requests for such an activity, Project Staff began planning and recruiting for interested community youth. The response was overwhelming. An average of thirty youngsters, thirteen to seven years of age plus six adults attended sessions for two hour a day, once a week for four weeks. Trainees spent the remaining twenty-eight hours of working time during this four week period, planning lessons, working with home-base parents, developing materials and receiving training on language, history and early childhood education. (Appendix C)

Upon resumption of the Head Start Program in September, 1976, Project Staff began working with center staff and children and continued working with home-based parents. After one month of programing the following assessments were made by Head Start teaching and Project Staff:

- Trainees should teach children songs, stories and games in Yaqui.
- Trainees should use the Yaqui Language during free play and outdoor activities.
- Trainees should provide a weekly Yaqui concept board for the Head Start classroom.
- Trainees should label educational areas of the Head Start classroom in Yaqui.
- Trainees should attend Head Start classroom field trips and parties so that continuity of the Yaqui Educational program is established.
- The Yaqui project trainees should work twice a week in the Head Start classroom to observe and interact with children during free play and to teach in small groups.

Based on an assessment of the home-base program parent progress, it was noted that:

Various problems were encountered with Home-base enrollment:

- The parents who had been able to keep up with Home-base lessons showed much improvement in Yaqui language attainment and greater understanding of early childhood education principles.
- Four home-base parents began agricultural harvest employment in nearby farms.
- Two home-base parents gave birth to sibling and were unable to keep appointments.
- Two home-base parents had personal problems and asked to be discontinued from the program.

Trainees had diffculty maintaining consistent home-base visit schedules due to many unexpected family events. Recruitment of parents after drops occured, continued, however, trainees were unsuccessful in identifying persons able to receive regular training.

Home-base parent evaluations were done at the end of each training session by home-base parents on Project trainees. (Appendix D)

Prior to the last month of the Project, an overall project evaluation questionnaire was developed and distributed, to all possible community residents and local institutions. (Appendix E)

SUMMARY OF ACCOMPLISHMENT

Through the one year grant by H.E.W./O.C.D., Maricopa County Head Start was able to

- Hire a part-time staff to research materials on the Yaquis.
- Develop vocabulary lists in the Yaqui language.
- Provide consultant opportunities to community residents
- Implement a Home based program to teach Yaqui history culture and language.
- Develop cultural concept materials to be used with Pre-school children and interested families.
- Circulate a monthly project newsletter.
- Host three Yaqui cultural fairs
- Develop written stories on community points of interest, outstanding community citizens living and past.
- Develop a community consultant list.
- Develop a Yaqui food recipe booklet.
- Provide presentations on the Yaqui customs to various community and outside community organizations.
- Renew community spirit in learning about the Yaqui history culture and language.

A number of activities occured as a result of the project which were not anticipated.

- Initiation of an art supply fund for community artists.
- The Project provided the means for local artists to exhibit their work.
- Summer youth classes in Yaqui history, language and culture were provided.

It is because of this renewed community spirit in learning more about the Yaqui language and history that the Project needs to continue as an established part of this most unique community.

Various considerations should be given to the continuation of the Guadalupe Yaqui Parent Education Demonstration Project.

- Community residents must be well informed about the goals and objectives of such a program.
- Community residents should be involved in the development planning, implementation and evaluation of such a program.

- Community residents in other Yaqui settlements should be informed of activities and their participation encouraged.

- Community classes for adults and youth, on Yaqui history, language and culture should be established.

- Qualifing Yaqui community residents must be employed full-time, to carry out the program.

- Larger office space must be identified to house the program operation.

- State political leaders must be kept abreast of the community's needs and input encouraged.

- Community leaders should be encouraged to aid in the programs development and operation as much as possible.

SECTION II

CALENDAR OF EVENTS

November, 1975

- Selection of Project Coordinator and Typist
- Program planning and aquisition of office equipment and materials.
- Identification of community and outside resources
- Recruitment of Project trainees

December, 1975

- Selection of Project trainees
- Continued November activities

January, 1976

- Project staff orientation and training begins.
- History of Yaqui Nation presentations began.
- Development of number, color, body parts, clothing, food, fruits, vegetables and word opposite vocabulary lists.
- Development of instructional materials implementing number and color Yaqui vocabulary.

February, 1976

- Continuation of Yaqui history presentations
- Early Childhood Development training given.
- Continuation of language lessons.

March, 1976

- Trainee's expansion of vocabulary skills.
- Presentations on Yaqui contemporary history.
- Presentations on Yaqui Holy Week ceremonies.
- Continued development of instructional materials, ie: vocabulary flash cards, cultural object lotto, animal cards.

April, 1976

- Continued Yaqui history presentations
- Trainees began instruction of Head Start children on Yaqui vocabulary building.
- Continue development of language instructional materials.

May, 1976

- Resumption of trainee early childhood education training.
- Continuation of trainee language lessons
- Termination of Head Start children instruction.
- Recruitment of Home-base parents.

June, 1976

- Continuation of Home-base parent recruitment.
- Augmentation of Yaqui vocabulary lists.
- Creation of original Yaqui women dresses.
- Development of Home-base parent training plan.

July, 1976

- Orientation of Project Home-base parents
- Development and implementation of Yaqui language and history classes to community youth and adults.
- Continue early childhood development and Yaqui language training.
- Project staff field trip to desert to pick PITAYAS from Saguaro cactus.

August, 1976

- Development of Yaqui food recipes.
- Trainees continue writing short stories in English and translated to Yaqui.

- Home-base parents study opposite and command words in Yaqui.

- Project staff attend Head Start Pre-service workshop.

- Project staff attend new dimensions in Head Start conference at Adams Hotel, Phoenix, Arizona.

- Project staff participate in Guadalupe firehouse dedication. Promote Project with food booth and parade float.

September, 1976

- Project staff assessment of objective accomplishments, review program time tables.

- Trainees resume classroom teaching with Head Start children.

- Trainees continue vocabulary expansion exercises with home-base parents.

- Project staff presentation of Project goals, objectives and accomplishments to Y-wives organization.

October, 1976

- Trainees continue work with Head Start children and home-base parents.

- Staff host open house; display materials developed, local art work, Yaqui artifacts, community photographs past and present, reference materials, slide show on the Yaqui provided by the Tempe School District Indian Program (Title XX). Local musicians perform.

- Project office moves to present site due to lack of space in the school facilities.

- Project staff host Open House.

November, 1976

- Staff attend Indian Education Conference at Hyatt Regency Hotel, Phoenix, Arizona.

- Project Coordinator and one trainee attend NAEYC conference, at Anaheim, California.

- Trainees continue development and study of Yaqui language.

- Staff develop flannel board stories on Yaqui myths and legends for presentation to Head Start children and home-base parents.

- Trainees began writing stories on Guadalupe community history.

- Project staff participate in the Wood School Indian Pageant.

- Trainees continue to work with Head Start children and home-base parents on language development and culture.

December, 1976

- Trainees continue Head Start children and home-base parent instruction.

January, 1977

- Trainees work with Head Start children on word opposites, command words.

- Children introduced to opposites big-little, tall-short in Yaqui.

- Games were played using simple command words such as sit-stand, run-walk.

- Continued Yaqui language training for parents.

- Parents were given some historical facts using literature entitled: The Tragedy of the Yaqui.

- Training for parents on Early Childhood Development using filmstrip: How the Young Child's Mind Grows.

- Trainees developed Yaqui cultural flashcards i.e. maso, pascola.

- Trainees continued working on recipes for booklet.

- Jose V. Matuz - Language Consultant - Wednesday, January 12, 1977.

- Trainees and parents went on a field trip to Gila Arts and Crafts Center on January 12, 1977.

- Trainees and parents observation of Title IV Indian Education Program's demonstration on Yaqui dancers.

- Skills Records were done using the Yaqui language.

- Parents were introduced to animal names in Yaqui.

- Early Childhood Development - Filmstrip: Learning Everyday.

- Yaqui history acknowledgment for parents - Northern Mexico Yaquis.

February, 1977

- Continued language development for parents.

- Trainees used songs in Yaqui to sing with children.

- Flannel stories told by trainees to children are the following:

  The Sun and Moon Story
  The Walking Stone
  The Ku-bird
  The Wax Monkey

- Parents were presentated Yaqui history, "A Fight with the Yaquis at Bear Valley, 1918".

- Outdoor game "Tosai Tavu" (white rabbit) played with Head Start children.

- Slide presentation to parents on Yaqui Artifacts.

- Field trip to the Phoenix Zoo by Head Start, Yaqui Project trainees, and parents.

March, 1977

- Continued Yaqui language development for parent and Head Start children.

- Cultural awareness of Yaqui musical instruments - trainees talked about the Yaqui drums, including the jicara (water drum).

- Yaqui musical instruments used in presentations by trainees were: the flute, gourds, raspo, and Yaqui songs were sung with the children.

- Provided home-base parents with Yaqui reading and writing materials.

- Trainees named concrete objects in the home, i.e. chair, table, flower, salt, beans, tortillas.

- Trainees made adobes with the children to provide an understanding of Yaqui lifestyles.

- Trainees introduce to children food and family members word list in Yaqui.

- Project presentation on the use of the bamboo.

- Home-base Parent Questionnaire developed and distributed.

April, 1977

- Mr. Elliot Smith visited the Yaqui Project to take pictures of trainees as they worked with home-base parents as well as Head Start children.

- Head Start Easter Party at Encanto Park. Mr. Elliot Smith went also, to continue picture taking.

- Continued home-based visits.
- Pascola slide presentation to the Head Start classroom. Maso (deer dancer) story presentation and Matachini slide presentation.
- Yaqui Myth story told: The Yomumuli story depicts the origin of the Yaqui tribe.
- Guadalupe Head Start playground dedication which included Head Start classroom and Yaqui Project Open House (April 14, 1977)
- Yaqui Project home-base parent Questionnaire distributed and collected.
- Presentation of Yaqui musical instruments and artifacts continued with Head Start children.

May, 1977

- Parent, language, culture and history training sessions continued.
- Language development and story telling for Head Start, children continued.
- Yaqui Project Open House and Social Dinner with Title IV Indian Education program. (May 11, 1977, at 6:00 p.m.)
- Cultural presentations continued for Head Start.
- Last training session for parents in May 10th.
- May 20, 1977 - Head Start Graduations.
- Yaqui Project terminates - May 19, 1977.

This is a list of other materials developed by the Project:

- Traditional Yaqui Dresses (6) made by the trainees to depict a type of Yaqui custom dress not made today by Yaqui women.
- Monthly Newsletter - Newsletter was printed once a month and carried articles on the Project's monthly activities, home-base parents, activities with Head Start classes. Articles were also written on the Yaqui language, culture and history. Community events were also featured.
- Slides - These were developed on Yaqui artifacts, i.e. Maso Head, instruments used by the Pascola dancers, pictures of deer dancer, the pascola dancer, and other Yaqui artifacts.
- Cultural flashcards - Flashcards were developed by the trainees to be used with Head Start children. The flashcards depicted Yaqui chapayeka, malinchi dancer, and the deer dancer.

- Cultural things for display - Trainees made Matachini headwear, chapayeka mask, matachini palma, flags used during Easter ceremonies (Lent), the jicara (water drum).

- Doll dressed in traditional Yaqui dress was made so that the Head Start children could play with it and identify it as a Yaqui doll.

FORMS DEVELOPED

- Sign in/out sheet
- Tests for Parents/Trainees
- Check out list for materials
- Schedule for Parents/Head Start children
- Skills Records in Yaqui (appendix A)
- Trainee/Parent Attendance sheet
- Home-base Parent recruitment form (appendix B)
- Special Interest Class Questionnaire (appendix C)
- Home-base Evaluation Form (appendix D)
- Guadalupe Yaqui Project Questionnaires (appendix E)
- Daily Self-Evaluation form (appendix F)
- Lesson Plan (see samples)
- Questionnaires for Project's Final Report

Other materials used by Yaqui Project but not developed by us, are the following:

- Yaqui Music - Record albums (recorded by Yaquis) were bought and played at the Head Start classes.

- Yaqui Artifacts - These were bought in Sonora, Mexico, since they are not made here or sold in commercial stores. Artifacts are: drums, pascola masks, and coyolis.

- Literature/books - Magazine and newspaper articles on the Yaquis were collected and studied. We also bought books written on Yaqui history and culture.

SECTION III

Workshop Guide for Kit Yaqui Project

Workshop # Wednesday, June 16, 1976

Trainer Antonia de Campoy

Workshop Goals and Objective	Materials	Procedure
Goal: 1. Present Home Visit Plan and Evaluation Form. 2. Home visiting procedures 3. Yaqui Easter Ceremony - Film 4. Review vocabulary words Objectives: 1. Explain to trainees the home visit plan and evaluation form. 2. Have trainee demonstrate their first home visit. 3. Will see film on the Yaqui Easter Ceremony held in Tucson. 4. Trainees will review their vocabulary list.	Teacher: Film Projector Parent: Parents will need games they have prepared and game instruction sheet to practice home visits. Vocabulary list.	Discussion Points: 1. Will discuss orocedures trainees used during home visits practice with each other 2. Will discuss good points and points they can improve on for effective visits. 3. Discuss film: Differences and similaritie/ Activities: 1. Role playing for Home visits 2. Saw film on Yaqui Easter Ceremony

Observation Guide	Summary Points	Suggested Parent-Child Activities
	The home visit practice was a good experience for the trainees. The trainees felt a little nervous, but we told them this feeling would soon disappear as soon as they got to know their community famalies. The film from the University of Arizona on the Yaqui Easter Ceremony was very good.	

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Workshop Guide for Kit Yaqui Project

Workshop # Tuesday June 22, 1976

Trainer Antonia de Campoy

Workshop Goals and Objective	**Materials**	**Procedure**
Goal: 1. Review vocabulary words 2. Review filmstrip on color lotto 3. Role play on the color lotto 4. Record role playing. 5. Review color game rules 6. Assign families. 7. Work on bulletin boards **Objectives:** 1. Review vocabulary words commands & opposites 2. Filmstrip on color lotto will help trainees in their presentations using color. 3. Trainee practice making home visits . 4. A recording of each trainees presentation will be made so that the trainee can replay to her own presentation 5. Review the color gamas rules the traniees have prepared.	**Teacher:** Filmstrip project Assigning families to trainees **Parent:** 1. Vocabulary word list 2. Tape recorder	**Discussion Points:** The color lotto fimstrip. The role playing made by the trainees Game color rules. **Activities:** Assigned families to each trainees for home visits. Trainees practiced with each other their home visits. Trainees work on bulletin board
Observation Guide	**Summary Points**	**Suggested Parent-Child Activities**
6. Trainees will be assign two to three families for home visits 7. Trainees will work on their bulletin boards.	The filmstrip on color lotto helped the trainees on their p on their practicing home visits. It also gave us new ideas for games to teach the colors. Most of the trainees were assigned two families, but two of the trainees have three families to work with.	

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Workshop Guide for Kit Yaqui Project

Workshop # Thursday, July 29, 1976

Trainer Antonia de Campoy

Workshop Goals and Objective	**Materials**	**Procedure**
Goal: 1. Briefly review colors and numbers 2. Introduce animal names 3. Give test on colors and numbers 4. Work on costumes 5. Evaluation **Objectives:** 1. This week will be the last training session on colors. We will continue for one more week on numbers. 2. Parents will be introduced to animal names. 3. Parents will be given test on colors and numbers. 4. Trainees will work on costumes.	**Teacher:** 1. Color / numbers word lists. 2. Animal word list 3. Animal game kit 4. Simple test form 5. Evaluation sheet **Parent:** 1. Color/Number word lists 2. Animal word list 3. Animal game kit and game instructional sheet 4. Evaluation sheet	**Discussion Points:** Trainee discussion on test results of the parents. **Activities:** 1. Parents will be reviewing colors/numbers 2. Will start on animal names 3. Will be given a test on colors/numbers 4. Fill out evaluation sheet 5. Color a shoe box that will be used for different kind of games.

Observation Guide 5. Evaluation	**Summary Points**	**Suggested Parent-Child Activities**
The parents are looking forward to our next consultant Larry Sbragia. He will be coming next week on August 4, 1976 at 10:00 a.m. They have asked if they can bring someone else to this presentation, I said they could.	Parents enjoyed their lessons and are learning alot from their trainees. Trainees worked on their costumes in-between scheduled classes.	Parents will introduce their children to the names of animals in Yaqui. Parents will use the animal game kit trainee has prepared. Parents will continue to work on colors and numbers with their children.

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Workshop Guide for Kit Yaqui Project

Workshop # Thursday, September 9, 1976

Trainer Antonia de Campoy

Workshop Goals and Objective	Materials	Procedure
Goal 1. Study first 12 words of opposites list 2. Study command words. 3. Flash cards on command/opposites being studied. 4. Review body parts (Trainees only) **Objectives:** 1. Trainee and parent will concentrate on the first twelve words of second page of opposites. 2. Trainees will have parent make own flash cards for command words/opposites. 3. Trainee will practice opposites with parents using flashcards.	**Teacher:** 1. Vocabulary word list 2. Opposites Game Kit 3. Ditto copies using opposites (pictures) 4. Material for flash cards: Posterboard/scissors/felt pens/ **Parent:** 1. Vocabulary words list 2. Ditto copies using opposites. 3. Material needed for making flash cards. 4. Evaluation sheet.	**Discussion Points:** 1. Discussion on how parent can use opposites to be studied at home with child. 2. Trainees home visits: Ask parents if they would like home visits by trainee. **Activities:** 1. Making flash cards. 2. Studying vocabulary words list. 3. Have parent do some of the command words; in the classroom on : sit, stand, go, stop.

Observation Guide	Summary Points	Suggested Parent-Child Activities
	1. Guadalupe Yaqui Project will be making a presentation to the Y-Wives Club, on September 15, 1976, at 10:00a.m. 2. Recipes and history should be compiled by the end of October. Time is needed to print material. 3. Home Visits by Felipa Valenzuela and Anita Valencia have been started. 4. Points in checking in and out material.	Parents can read a short story to child. She can say, "This is the beginning of the story". Note: use Yaqui word for beginning .. After she's read it, she can say, "That was the end of the story". (Lutek) Parent can pretend to laugh and cry to teach Yaqui words. (hache) (buana) Also: sad (sioka) Happy (halea)

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Workshop Guide for Kit Yaqui Project

Workshop # Wednesday, October 13, 1976

Trainer Antonia de Campoy

Workshop Goals and Objective	**Materials**	**Procedure**
Goal: 1. Mr. Lupe Velasquez and Mr. Ygnacio Alvarez will come as consultants from the community to talk about matachine danzes. **Objectives:** Mr. Lupe Velasquez will make a presentation on Matachinis to the Yaqui Project staff and parents.	**Teacher:** 1. Note/Pad 2. Tape recorder. 3. List of questions to ask consultants. 4. Evaluation sheet. **Parent:** None	**Discussion Points:** 1. When did the Matachinis originate? 2. The meaning of artifacts used by Matachinis. 3. What type of music is used. 4. Malinchi's role. 5. Old ways compared to today. **Activities:** 1. Yaqui Project presentation of Matachini. 2. Question and answer period. 3. Music will be played by Mr. Ygnacio Alvarez.

Observation Guide	**Summary Points**	**Suggested Parent-Child Activities**
1. Trainee will use tape recorder to record Matachini presentation. 2. Trainee will take notes. 3. Trainee will present questions to our consultant.	This presentation was interesting and fun. Mr. Alvarez was very informative and provided us with some typical Matachini music. Both gentlemen told us old stories of Matachinis. Mr. Velasquez told us that nowadays it is difficult to get the young boys to dance.	

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Workshop Guide for Kit Yaqui Project

Workshop # Wednesday, October 27, 1976

Trainer Antonia de Campoy

Workshop Goals and Objective	Materials	Procedure
Goal: Trainees will work with parents on personnal pronouns. **Objectives:** 1. Trainee will work on Personnal pronouns with parents.	**Teacher:** **Parent:** 1. Vocabulary word list 2. Flashcards 3. Pencil/Paper 4. Evaluation sheet	**Discussion Points:** Trainee will discuss test results of parents. **Activities:** 1. Parents will study the vocabulary words. 2. Parents will make flash cards. 3. Test will be given to parents.
Observation Guide	**Summary Points**	**Suggested Parent-Child Activities**
1. Trainees will say the words in Yaqui and have parents repeat them. 2. Trainee will use flash cards. 3. Trainees will test parents on other vocabulary words already learned by parents.		

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Workshop Guide for Kit Guadalupe Yaqui Project

Workshop # Wednesday, January 5, 1977

Trainer Antonia de Campoy

Workshop Goals and Objective	Materials	Procedure
Goal: 1. Yaqui language training for parents. 2. Early childhood education training for parents. 3. Parent will be given some historical facts. **Objectives:** 1. Trainee will give their assigned parent their Yaqui language lesson. 2. Parents will view a filmstrip presentation on early childhood development. "How the Young Child's Mind Grows." 3. Parents will receive: The Tragedy of the Yaqui (liturature)	**Teacher:** 1. Prepared lesson plan to follow 2. Home-base Evaluation Sheet 3. The Tragedy of the Yaqui 4. Filmstrip - How the Young Child's Mind Grows **Parent:** 1. Vocabulary words list 2. The Tragedy of the Yaqui	**Discussion Points:** 1. The article on the Tragedy of the Yaqui. 2. Filmstrip - Do our parents' children do or act the way the filmstrip showed typical behavior of three and four year olds. **Activities:** 1. Study Vocabulary words. 2. Short test for parents. 3. Read and discuss article. 4. View filmstrip.

Observation Guide	Summary Points	Suggested Parent-Child Activities
1. Parents will study their vocabulary words with trainees. 2. Trainees will help parents in pronunciation of Yaqui words. 3. Trainees will give their parents short vocabulary test. 4. Parents will receive a historical article on the capture and treatment of Yaquis near Nogales, Arizona.		1. Our parents should read to their children at home. Children enjoy looking at books and ask alot of questions.

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Workshop Guide for Kit Guadalupe Yaqui Project

Workshop # Thursday, January 6, 1977

Trainer Antonia de Campoy

Workshop Goals and Objective	Materials	Procedure
Goal: 1. Yaqui language training to Head Start children. **Objectives:** 1. Head Start children will be introduced to big-little, tall-short. 2. Command words - sit and stand. 3. Review of colors. 4. Numbers 1 through 5.	**Teacher:** 1. Lesson plan 2. Color lotto game 3. Opposites game kit. 4. Number flash cards. **Parent:**	**Discussion Points:** 1. Tall-short, using children to illustrate the difference. 2. The opposites game cards used. **Activities:** 1. Play game using simple command words. 2. Play color lotto game. 3. Review numbers using flash cards.

Observation Guide	Summary Points	Suggested Parent-Child Activities
1. Trainee will use their opposites game kit to illustrate big-little, tall-short and thin. 2. Children will use chairs to play game of sitting and standing. 3. Trainees will use the color lotto game. 4. Trainees will use flash cards.		1. A musical chairs game could be used/played to illustrate sit and stand. 2. Give children different color of construction paper i.e., red and blue; then play a game with the children saying all children with blue paper sit; all children with red paper stand.

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Workshop Guide for Kit Guadalupe Yaqui Project

Workshop # Tuesday, January 18, 1977

Trainer Antonia de Campoy

Workshop Goals and Objective	Materials	Procedure
Goal: Field trip to: Gila Arts and Crafts Center, Gila Indian Reservation **Objectives:** Trainees and parents will take this trip to learn how other Arizona tribes are trying to preserve their Indian cultural ways and language. Trainees will observe area for ways and ideas we can use in our Yaqui Project. Trainees will also observe for ways they can help their community preserve the Yaqui Heritage.	**Teacher:** **Parent:** Camera/Notebook	**Discussion Points:** **Activities:** 1. Trainees and parents will tour the Arts and Crafts Center. 2/ Trainees and parents will tour the museum.

Observation Guide	Summary Points	Suggested Parent-Child Activities
	1. Trainees will meet at 9:00 a.m. at the Yaqui Project room. 2. Parents will be invited to go with us. 3. Wednesday, January 19, 1977, we will discuss the trip and new ideas we can use in our Yaqui Project.	

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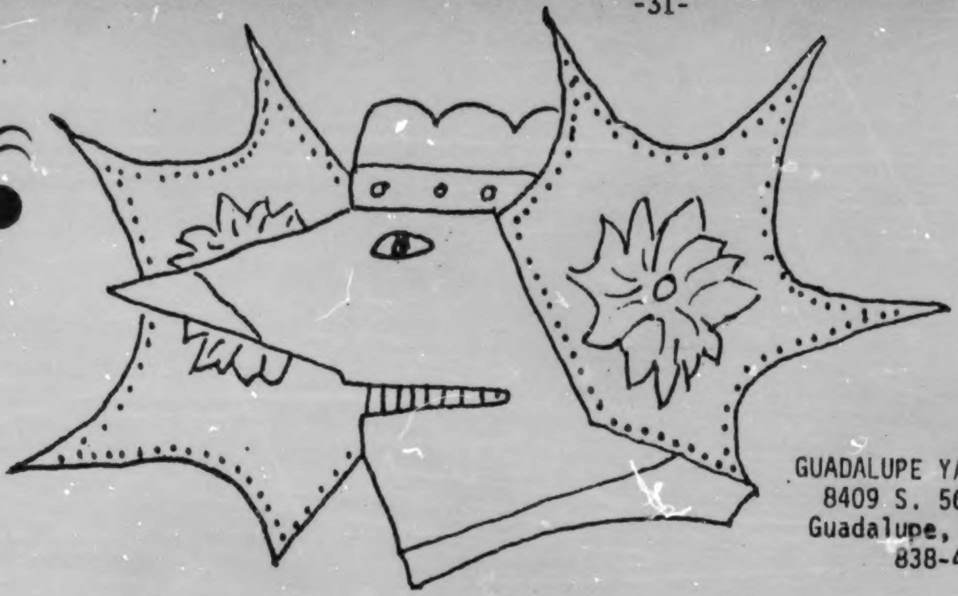
SAMPLE YAQUI VOCABULARY LISTS DEVELOPED
BY PROJECT STAFF



GUADALUPE YAQUI PROJECT
8409 S. 56th Street
Guadalupe, Az. 85283
838-4553

NUMBERS

ENGLISH	SPANISH	YAQUI
Numbers	Numeros	Numerom
One	Uno	Senu
Two	Dos	Wooi
Three	Tres	Baji
Four	Cuatro	Naiki
Five	Cinco	Mamni
Six	Seis	Busani
Seven	Siete	Woo Busani
Eight	Ocho	Wojnaiki
Nine	Nueve	Batani
Ten	Diez	Wojmamni

GUADALUPE YAQUI PROJECT
8409 S. 56th Street
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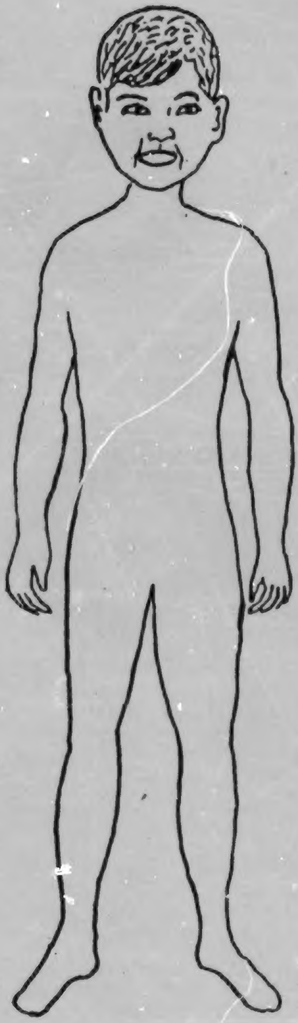
838-4553

COLORS

ENGLISH	SPANISH	YAQUI
Black	Negro	Chuckui
White	Blanco	Tosai
Green	Verde	Siari
Navy Blue	Azul Marino	Tewei
Yellow	Amarillo	Sawaali
Light Blue	Azul Palido	Toloko
Red	Rojo	Siki
Purple	Morado	Morau
Brown	Cafe	Jusai
Orange	Anaranjado	Naranjao

GUADALUPE YAQUI PROJECT
PARTS OF THE BODY

COVA (head)
VEA (skin)
CHONIM (hair)
PUFVA (face)
PUSIM (eyes)
CUMSAKAM (eyebrow)
PUS SEVEM (eyelashes)
YEKA (nose)
HOPEM (cheeks)
TENI (mouth)
TEN VERIA (lips)
TAMIM (teeth)
NINI (tongue)
NAKA (ear)
CHAO (chin)



KUTANA (neck)
HENOM (shoulder)
TAH WI (chest)
HIAPSI (heart)
SANAIM (ribs)
TOMA (stomach)
TECHOM (elbow)
TEROCIM (wrist)
MAMAM (hand)
MAMPUSIAM (finger)
SUTUM (fingernails)
WEPEI (hip)
MACHAM (thigh)

TONOM (knee)

TEROQUIM (ankle)

WOOKI (foot)
WOKIM (feet)

YAQUI PROJECT

Prepositions

1. in	aet en
2. over	bepa
3. under	bétuku
4. below	betúku
5. between	nav násuku
6. beneath	aetuku
7. around	cónila
8. into	aétchi
9. beside	amak lópola
10. above	aet bepa
11. near	ae nápo
12. through	
13. on	im
14. inside	

GUADALUPE YAQUI PROJECT
8409 S. 56th Street
Guadalupe, Az. 85283

Animal name list

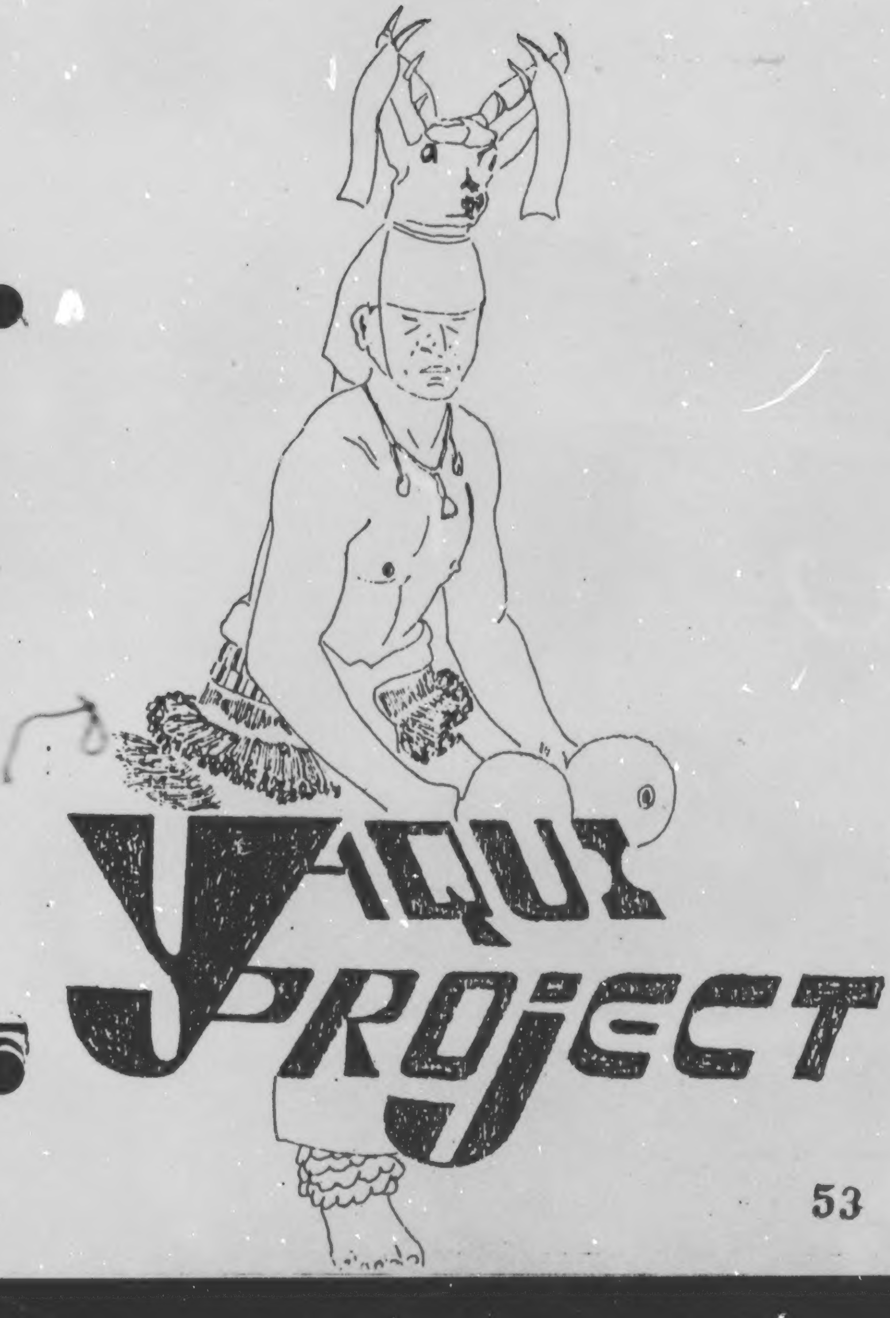
ENGLISH	SPANISH	YAQUI
Animals	Animales	Animalim
Dog	Perro	Chu u
Cat	Gato	Misi
Horse	Caballo	Cava i
Cow	Vaca	Huacas
Chicken	Gallina	Totoi
Goat	Chivo	Kava
Turkey	Guajolote	Koobue
Pig	Cochi	Cogui
Donkey	Burro	Buro
Lamb	Oveja	Buara
Bird	Pajaro	Wikit
Rabbit	Conejo	Tavu
Jackrabbit	Liebre	Paroz
Frog	Sapo	Vovok
Rooster	Gallo	Totoiooguia
Mouse	Raton	Chi kul
Raccoon	Mapache	Cho Parao
Snake	Vivora	Bakot
Fish	Pez	Kuchu
Skunk	Sorillo	Jupa
Rat	Rata	Tori (or) Vaya
Gopher	Tusa	Tevoz
Dove	Paloma	Cucum
Turtle	Tortuga	Mochik

YAQUI PROJECT

fire	lumbre	taji
house	casa	kani (any house)
knife	cucielo	cuchim
bowl	casuela	puato joroi
plate	pluto	puato
cup	taza	
oven	horno	jona
pot	oela	sotoi
spoon	cuchara	ku chaa
coffee pot	cafetera	cafetea
chair, table, bench etc.		hi peta
stick	palo	kuta
husband	esposo	kouna
where	adonde	acuni
what	que	haisa
wife	esposa	hubi
who	quien	habe¯
with	con	mak
dragonfly	vaicumarewi	
butterfly	baiseboi	

-donde bajo la aqua - batacomsi kapo matalo -mea

THE FOLLOWING ARE BOOKLETS DEVELOPED BY THE PROJECT STAFF THEY ARE TO BE PUBLISHED AND DISTRIBUTED TO THOSE INSTITUTIONS WHICH SERVE PEOPLE WITH A YEARNING FOR LEARNING.


YAQUI
PROJECT

INTRODUCTION

The Guadalupe Yaqui Project was a special Head Start project through Maricopa Community Services. This project was proposed by Head Start parents who wanted their children to learn about their Yaqui heritage.

Maricopa County applied for and received a grant from the U.S. Department of Health, Education and Welfare/ Office of Child Development to begin a culture-revitalizations program among the Yaquis.

Six Yaqui Project trainees with an understanding of the Yaqui dialect and culture have instructed other parents and children. The teaching concentrated on helping the children learn the language through names of colors, animals, music, and cultural presentations.

These are some short stories the trainees have developed to relate names of colors, numbers, and animals. They have been written using the Spanish language phonetics.

The Yaqui Project Staff wish to dedicate this booklet to Yaqui people everywhere.

WRITTEN BY

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MARIA S. REYES

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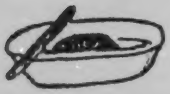
MADE POSSIBLE BY A GRANT FROM THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE/OFFICE OF CHILD DEVELOPMENT REGION IX TO COMMUNITY SERVICES MARICOPA COUNTY HEAD START/GUADALUPE YAQUI PARENT EDUCATION DEMONSTRATION PROJECT.

GUADALUPE YAQUI PROJECT

YUEME USIM STORIES
INTO
YUEME RECIPES

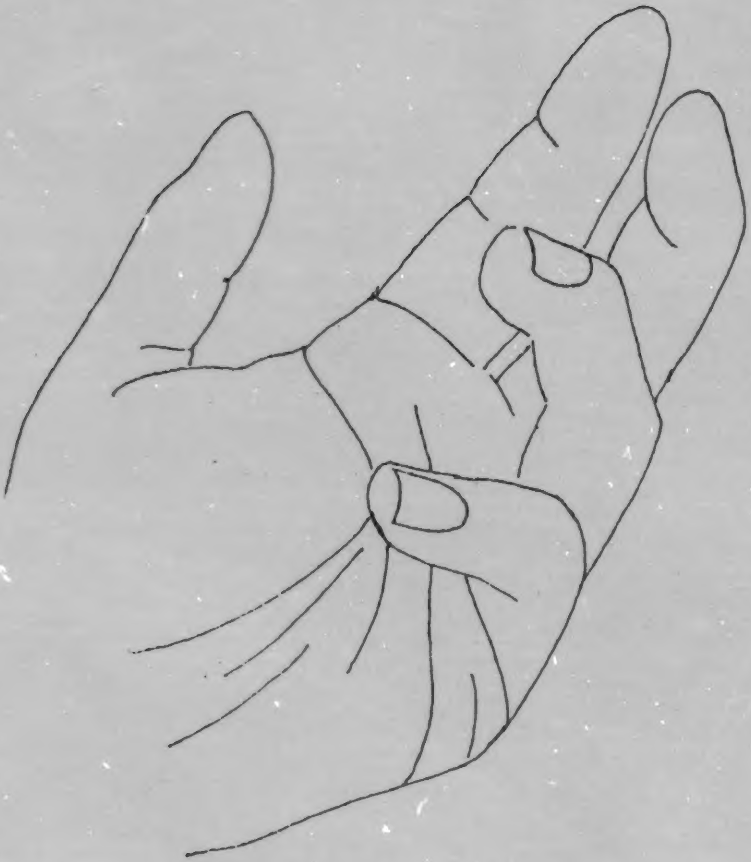
EM MAMAM

EMPO MAMNI MAMPUSIAK.
EMPO MAMNI MAMPUSIAK EM MAMPO.
SENU, WOOI, BAJI, NAIKI,
MAMNI MAMPUSIAM EM MAMPO.



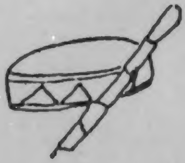
YOUR HAND

YOU HAVE FIVE FINGERS.
YOU HAVE FIVE FINGERS ON YOUR
HAND. ONE, TWO, THREE, FOUR,
FIVE FINGERS, ON YOUR HAND.



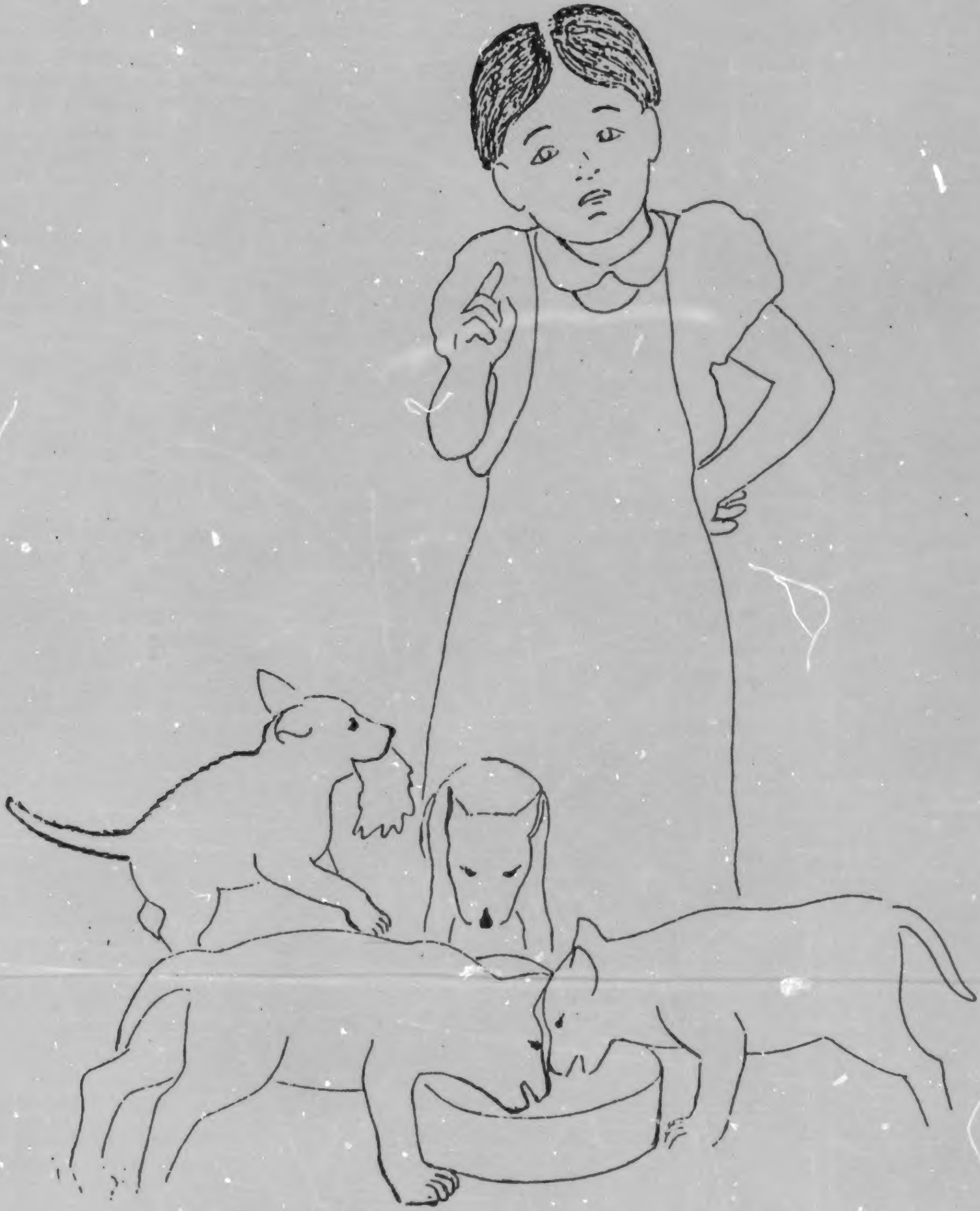
NAIKI ILI CHUUM

IME NAIKI ILI CHUUM.
BAJI JUSAI, SENU CHUCKUI, BAJI
NENEN KIWA.
SENUK NE ATEA.



FOUR LITTLE DOGS

THESE ARE FOUR LITTLE DOGS.
THREE ARE BROWN, ONE IS BLACK.
THREE ARE FOR SALE.
ONE IS MINE.



BAJI ILICHI MISIM

IME BAJI ILICHI MISIM. SENU JUSAI, SENU TOSAI, INTO SENU CHUCKUI. UHJOI SEWAM TE VICHU UME MISIM.

THREE LITTLE KITTENS

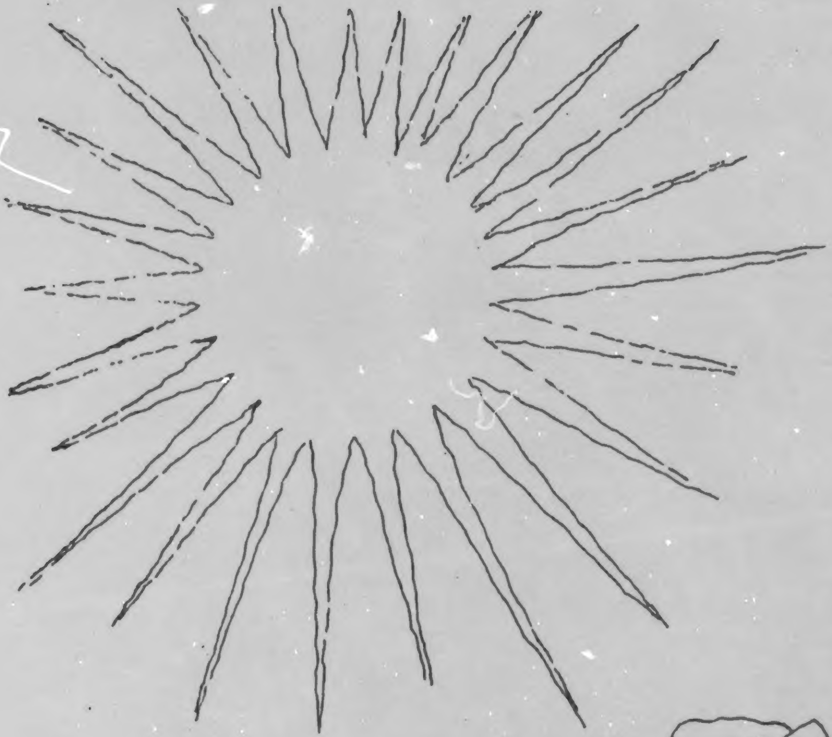
THESE ARE THREE LITTLE KITTENS. ONE IS BROWN, ONE IS WHITE, AND ONE IS BLACK. THEY ARE LOOKING AT THE PRETTY FLOWERS.

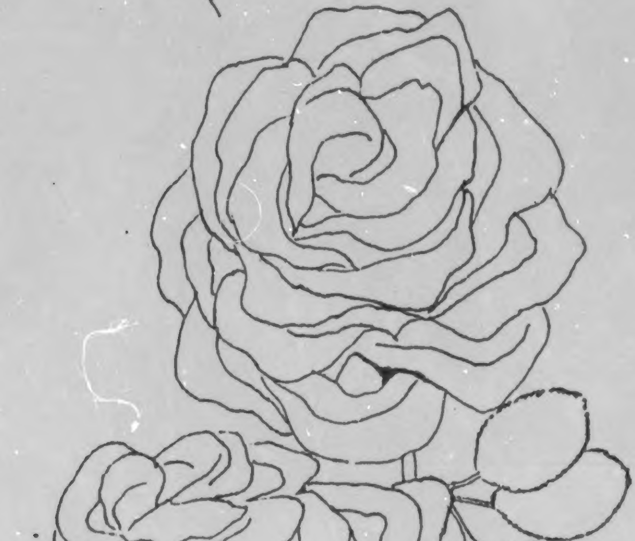
TA'A

TA'A KUELAI. HIKĄ TEKA PO KATE. SAWAI KA INTO TATA. TA'A ITOM TACHIRIATA MAMAKA KAITA TATUK KAITA YOYOTUEAN.

SUN

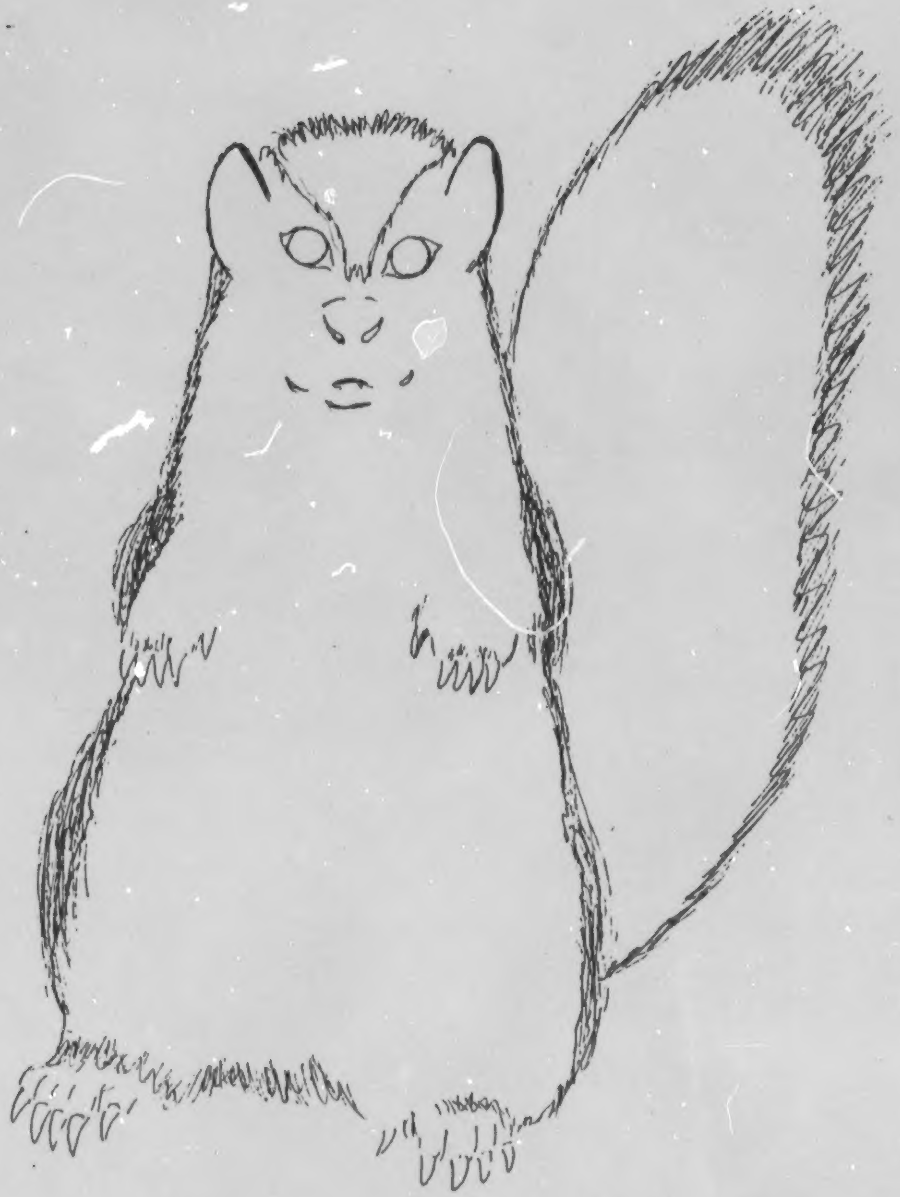
THE SUN IS ROUND. IT IS UP, UP IN THE SKY. IT IS YELLOW AND HOT. FROM THE SUN WE GET LIGHT, WITHOUT SUN. PLANTS COULD NOT GROW.





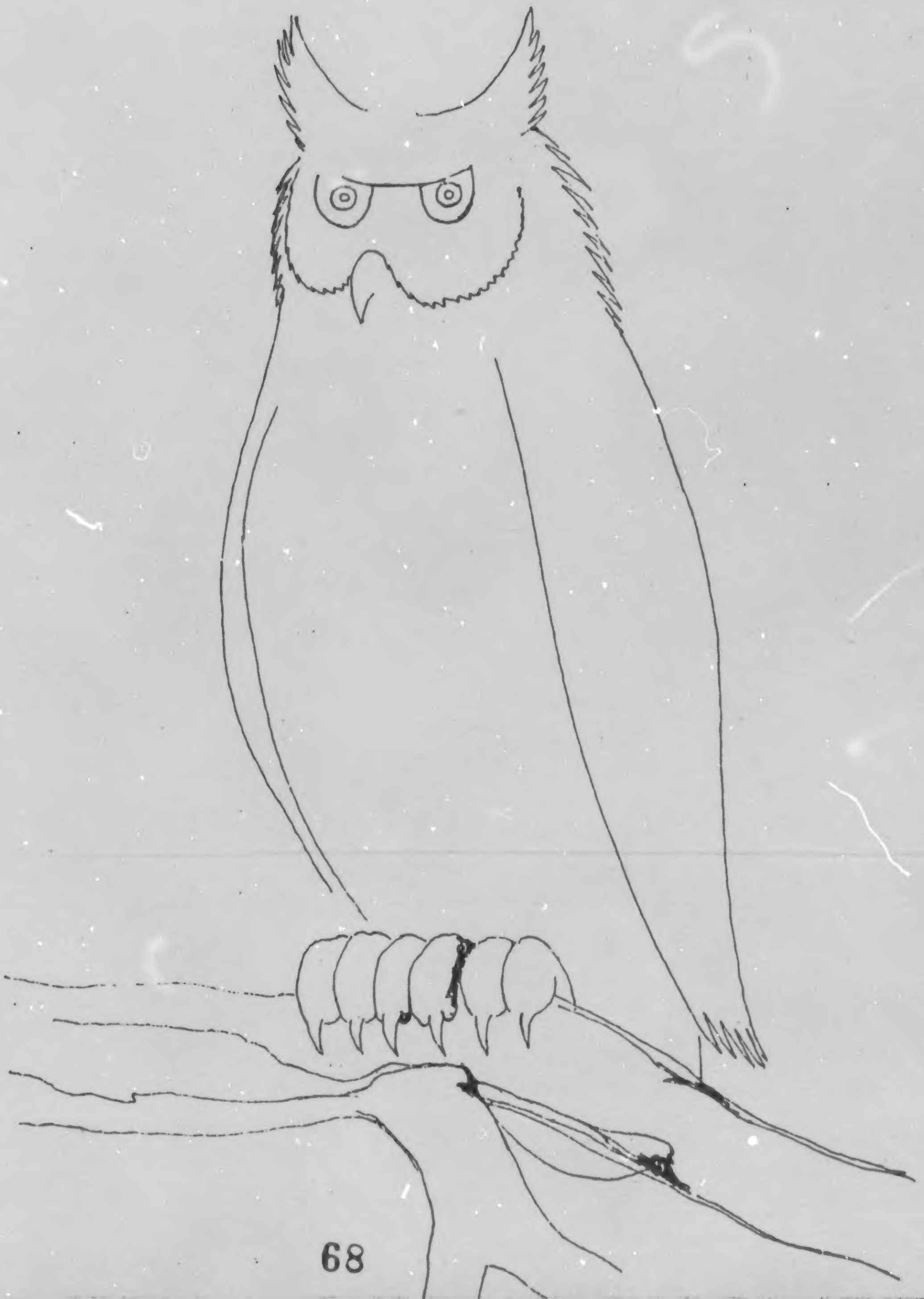
I JUPA, CHUCKUI INTO TOSAI.
UHJYOI U JUPA.

THIS SKUNK IS BLACK AND WHITE.
IT IS A CUTE SKUNK.



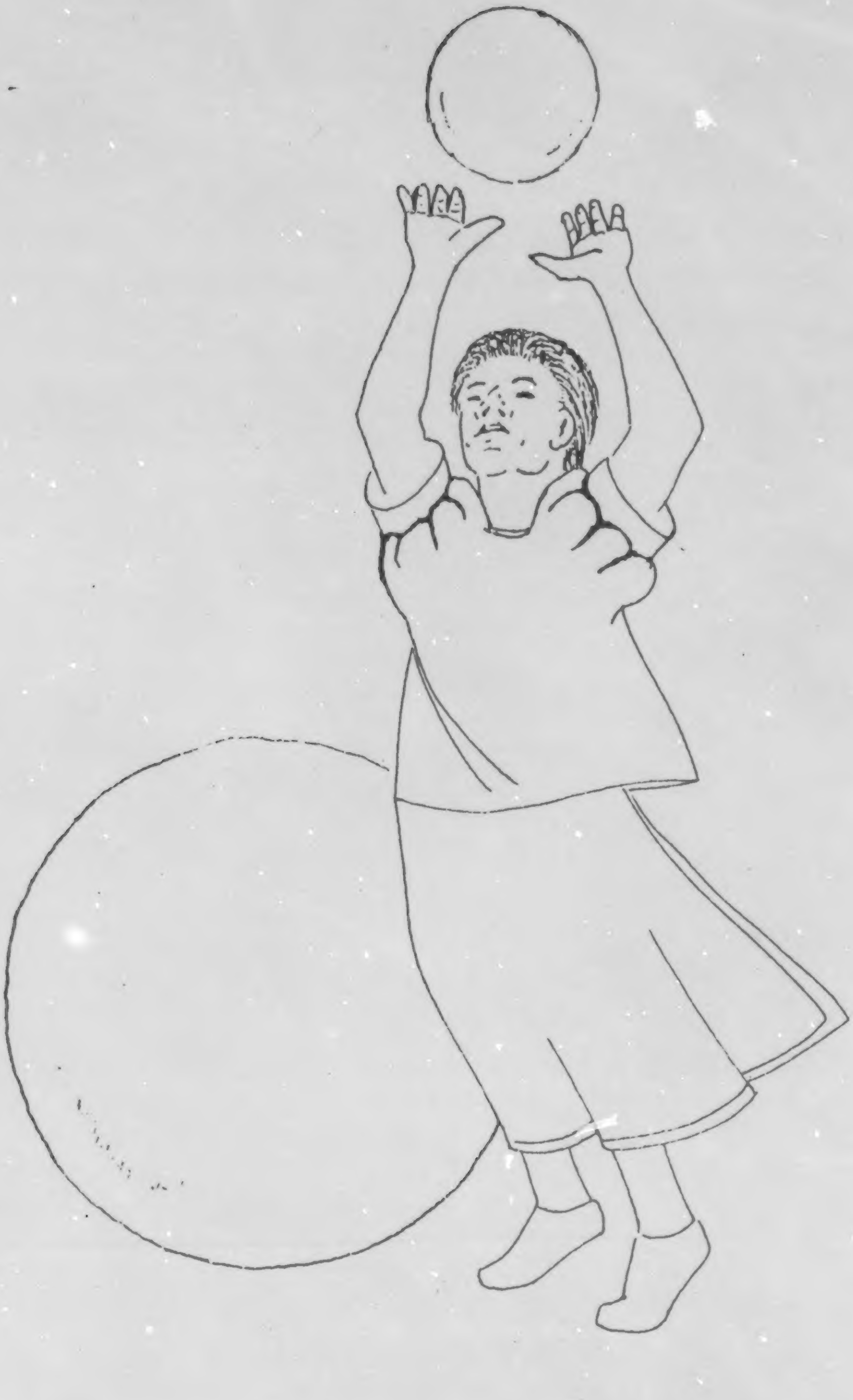
I WIKIT MUU. I WIKIT BUEUM PUSEK. JUEVENA MUUM JUSAIKAI. MUUM HUYAPO JOAK. MUUM HUYAPO KATEK. MUUM TUKAPO HIVA YE-U SASAKA. YEUMEM MUU TA SIME TA WHONELLA TEA.

THIS BIRD IS AN OWL. THIS BIRD HAS BIG EYES. MOST OWLS ARE BROWN. OWLS LIVE IN TREES. OWLS STAND ON TREE BRANCHES. OWLS USUALLY COME OUT AT NIGHT. PEOPLE THINK OF OWLS AS BEING WISE.



IME WOOI PELOTAM.
EMPO WEPUL PELOTAM MAC YEWE.
WEPUL PELOTAM BUEU.
WEPUL PELOTAM ILICHI.

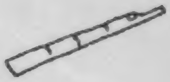
HERE ARE TWO BALLS.
YOU CAN PLAY WITH ONE BALL.
ONE BALL IS BIG.
ONE BALL IS LITTLE.



ILI USI YEWE.

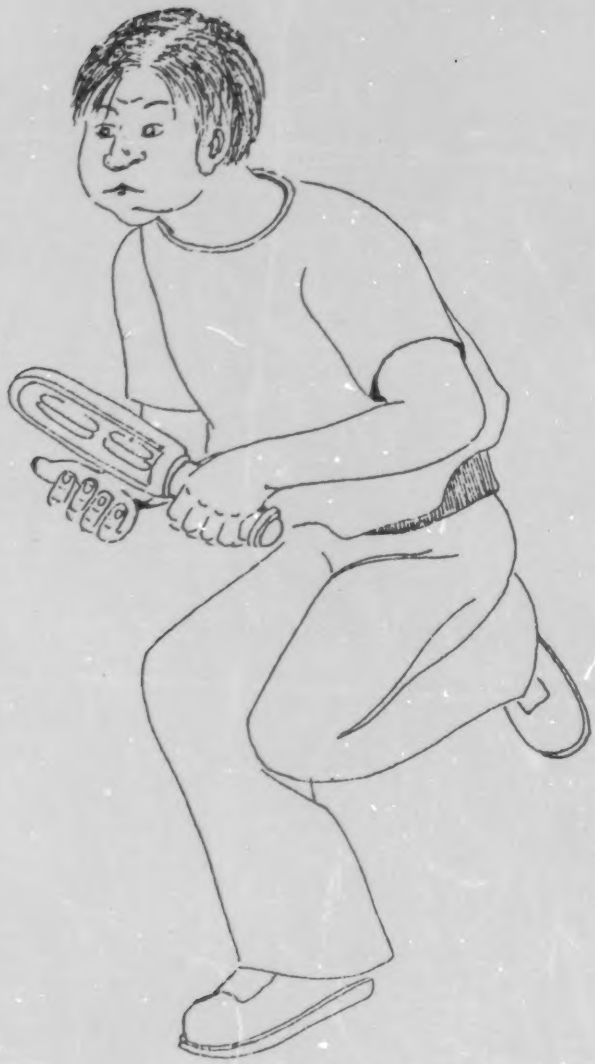
ILI USI SENASOMAK YEWE.

ILI USI SAWAALI SENASOMAK YEWE.



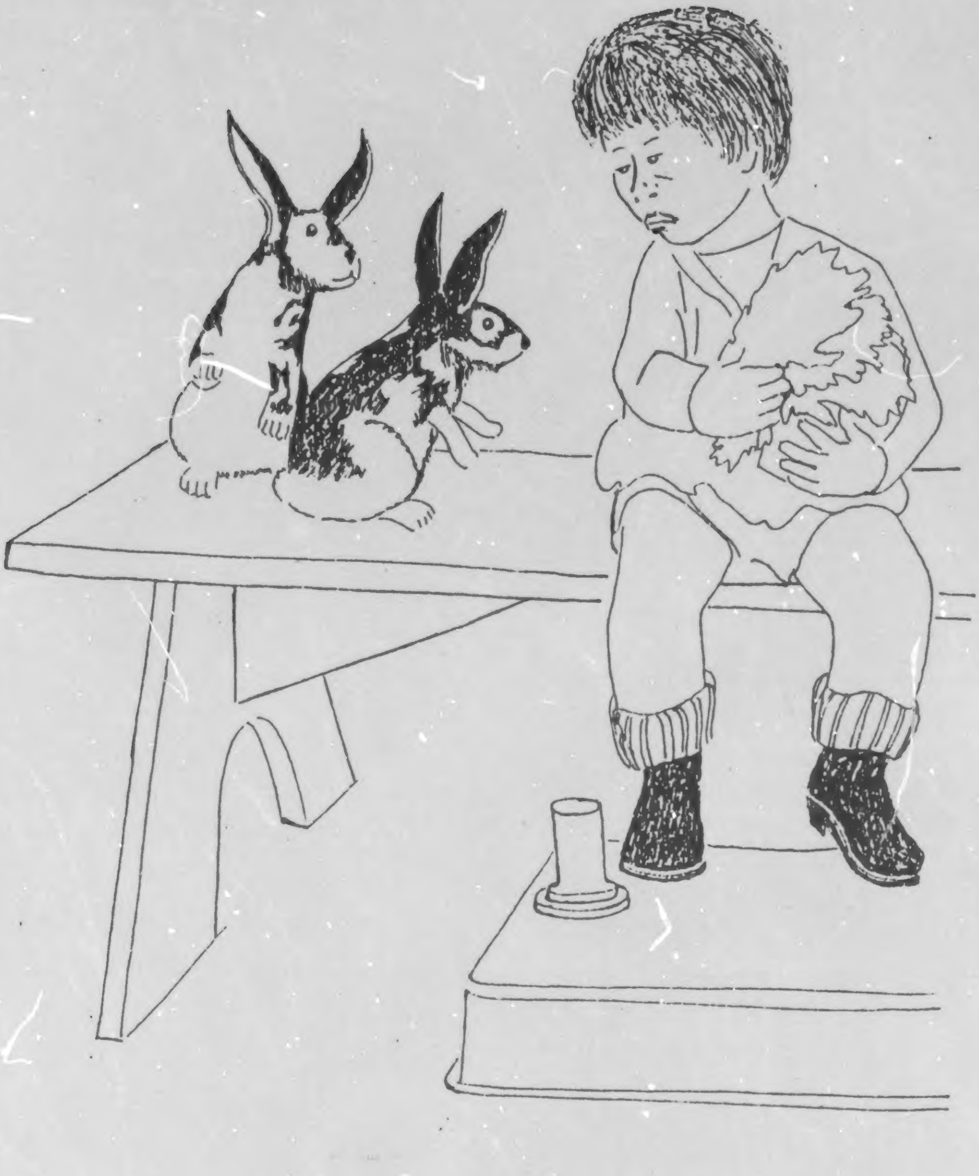
THIS BOY IS PLAYING. THIS BOY IS PLAYING WITH HIS SONAJE.

THIS BOY IS PLAYING WITH HIS YELLOW SONAJE.



INEPO IM KATEK.
INEPO BANCOPO KATEK.
INEPO SIKI BANCOPO KATEK.

I SIT.
I SIT ON THIS BENCH.
I SIT ON THIS RED BENCH.

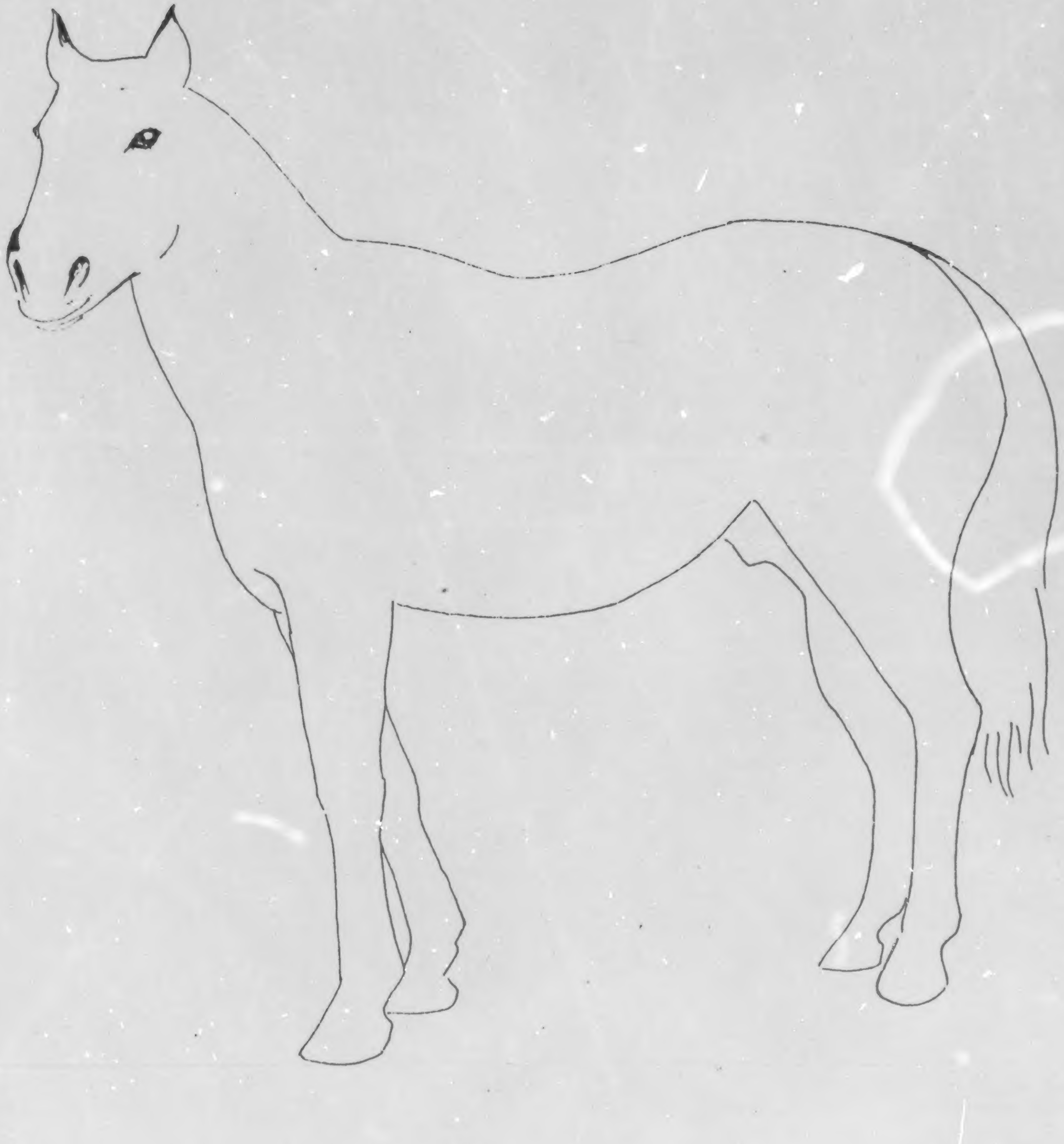


CAVA-I

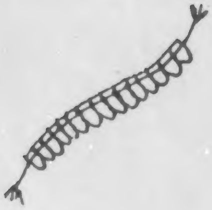
CAVA-I BUEU ANIMAL. YUUM HI HIBUA. GUATE CAVA-IM CHUCKUI INTOK JUSAI. U CAVA-I UTEA WUAN WUANTE.

HORSE

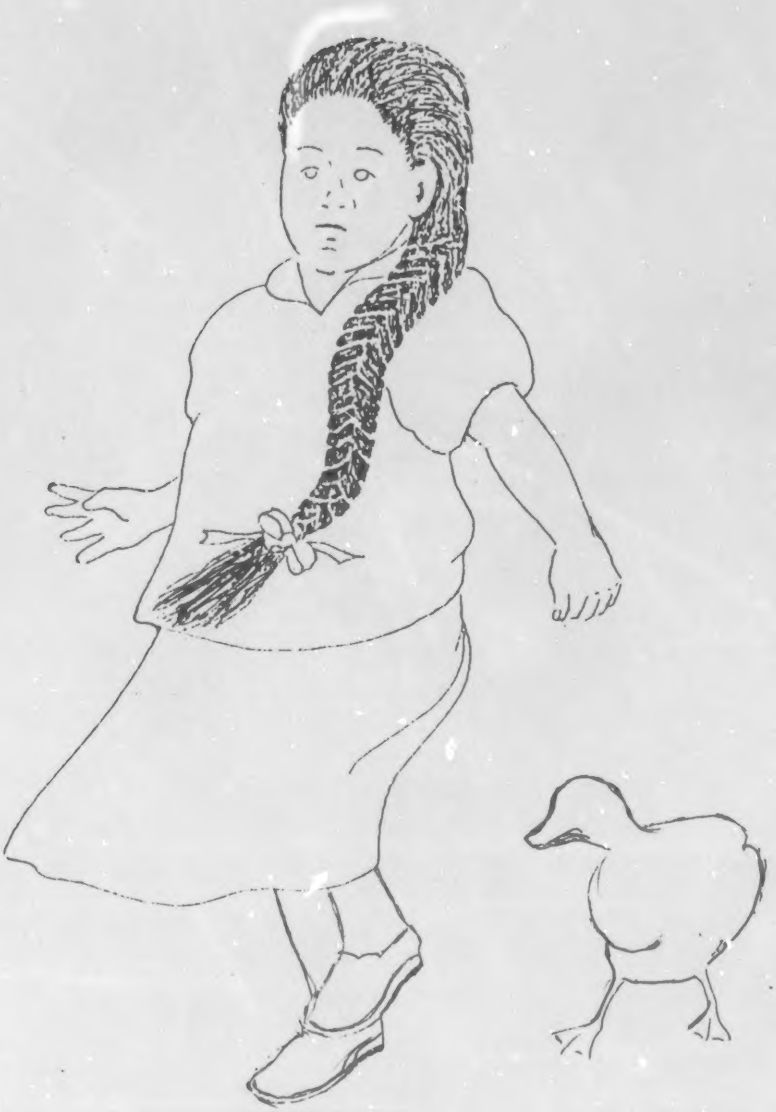
A HORSE IS A BIG ANIMAL. IT EATS ALOT. SOME HORSES ARE BLACK, SOME ARE BROWN. A HORSE CAN ALSO RUN FAST.



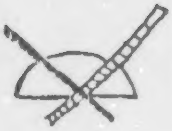
IM PATO VICHA.
IM SAWAALI PATO TA VICHA.
IM SAWAALI PATO NEMAC WEYE.



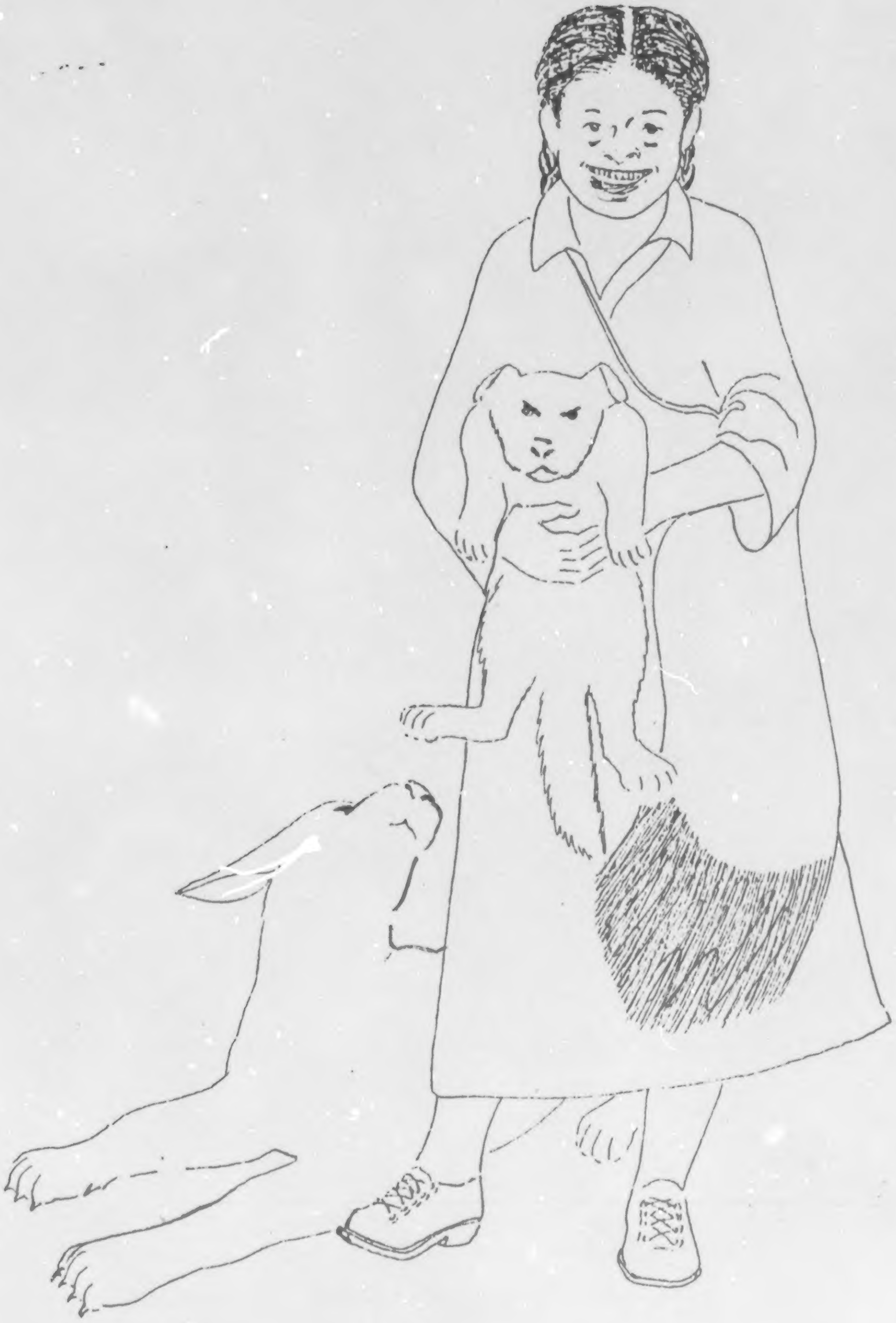
SEE MY DUCK.
SEE MY YELLOW DUCK.
MY YELLOW DUCK WALKS WITH ME.



NE CHUUK.
NE ILICHI CHUUK.
NE ILICHIK CHUCKUIK CHUUK.



I HAVE A DOG.
I HAVE A SMALL DOG.
I HAVE A SMALL BLACK DOG.

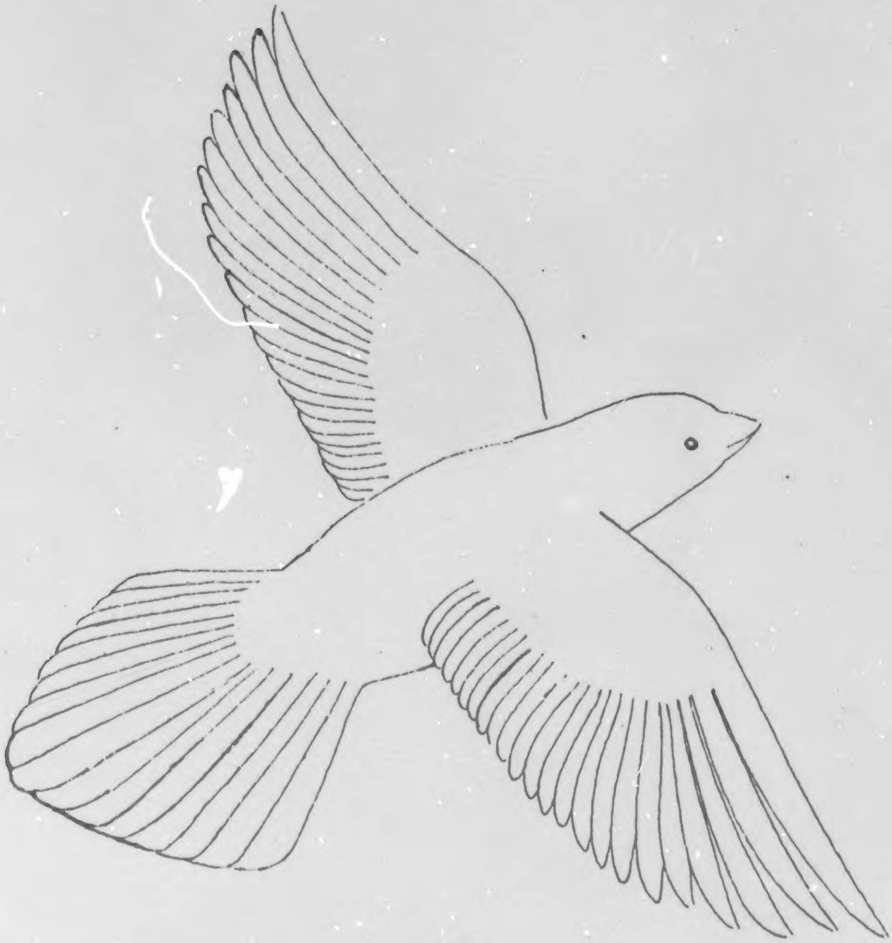


SIKIT WIKIT

NE WIKIT TA VICHA.
NE UHJYOI WIKIT TA VITCHU.
NE UHJYOI SIKI WIKIT TA VITCHU.

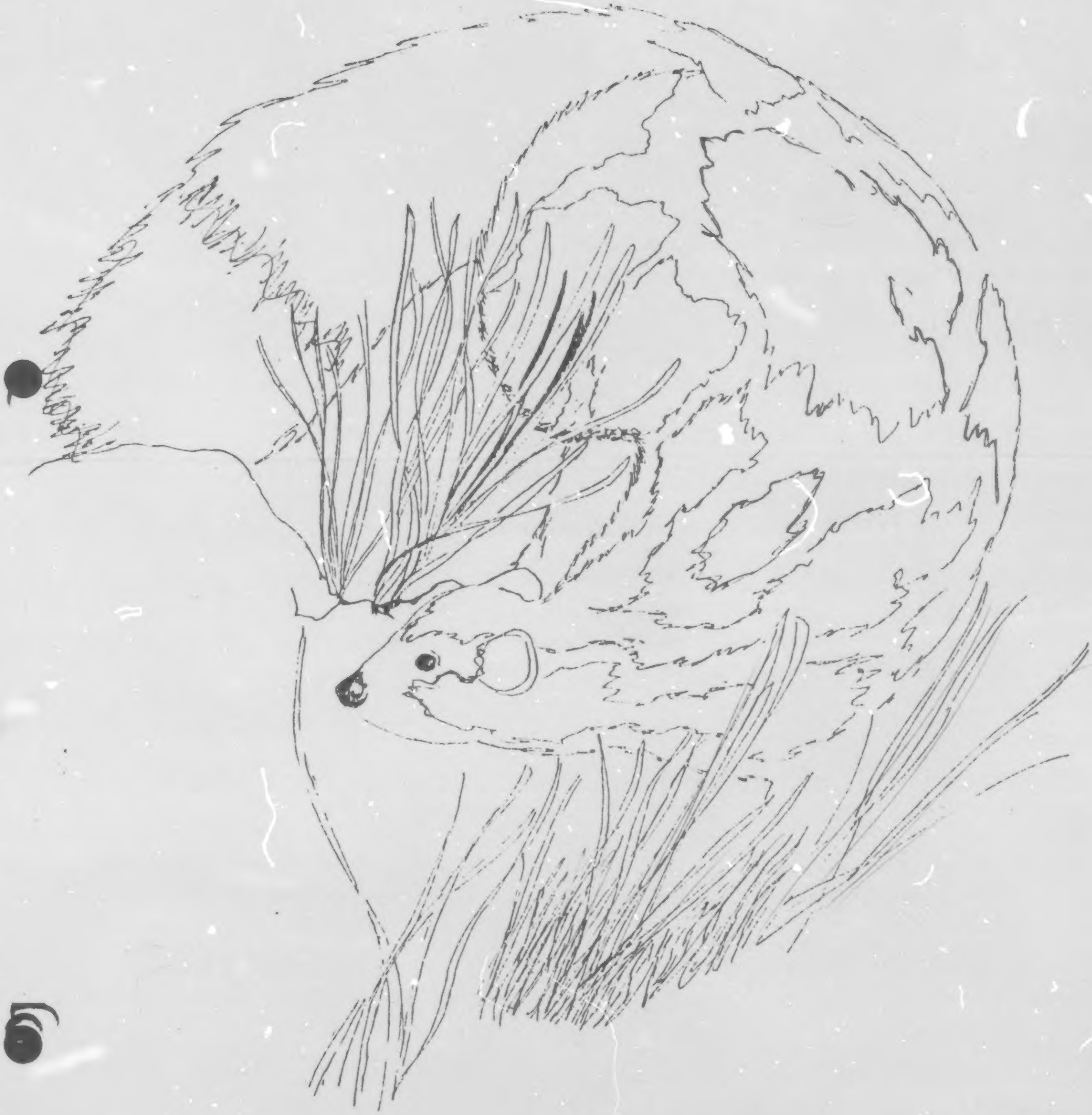
RED BIRD

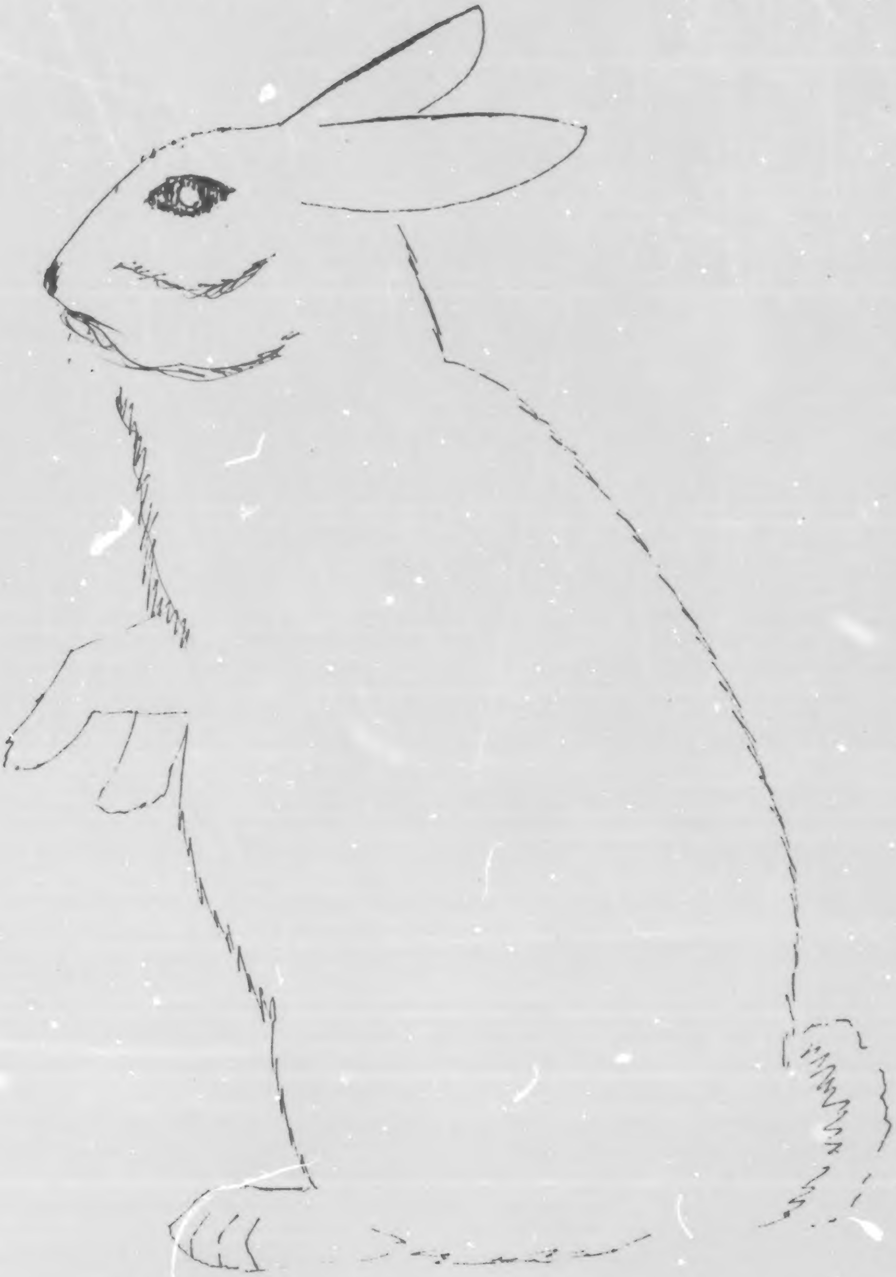
I SEE A BIRD.
I SEE A PRETTY BIRD.
I SEE A PRETTY RED BIRD.



ANIMALEM

ANIMALEM





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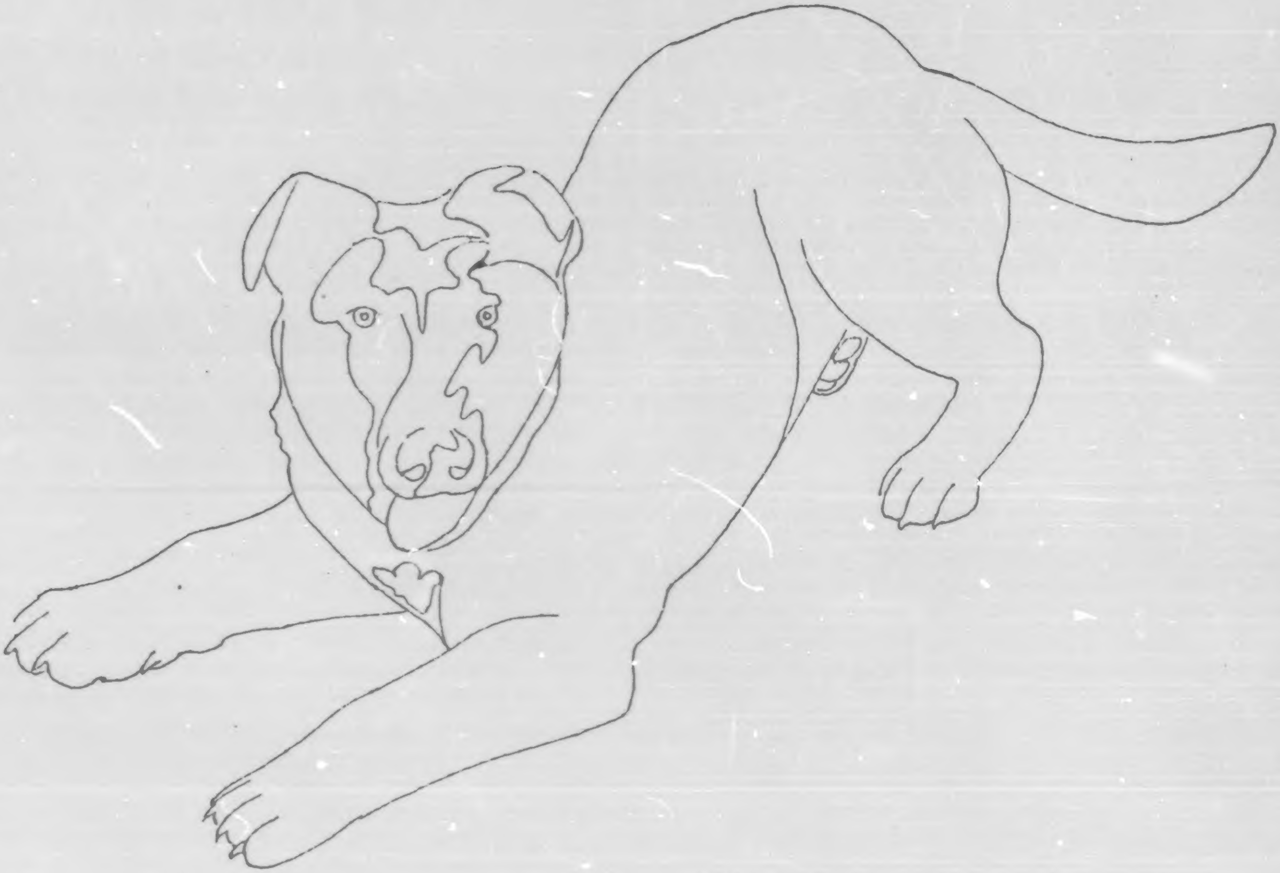

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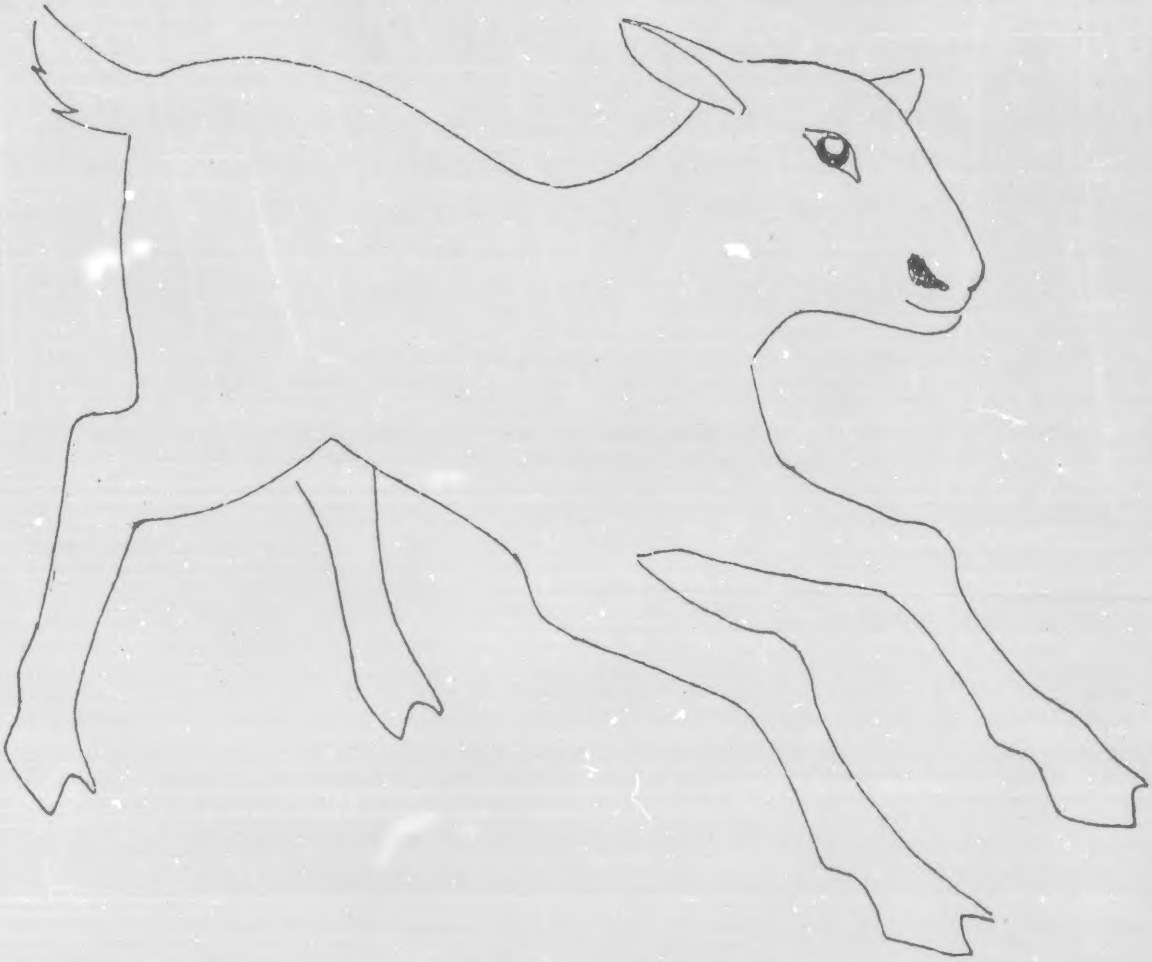

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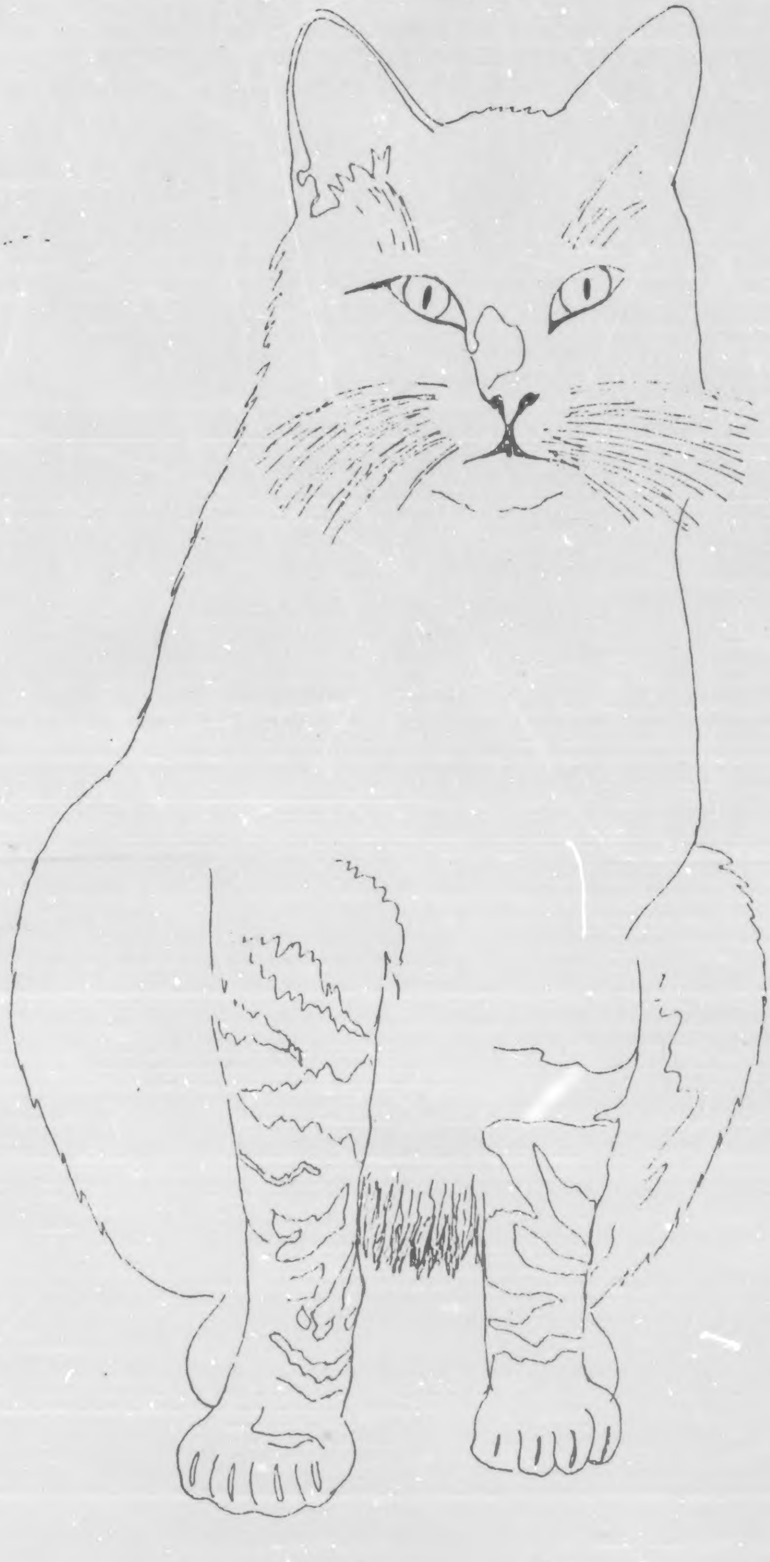

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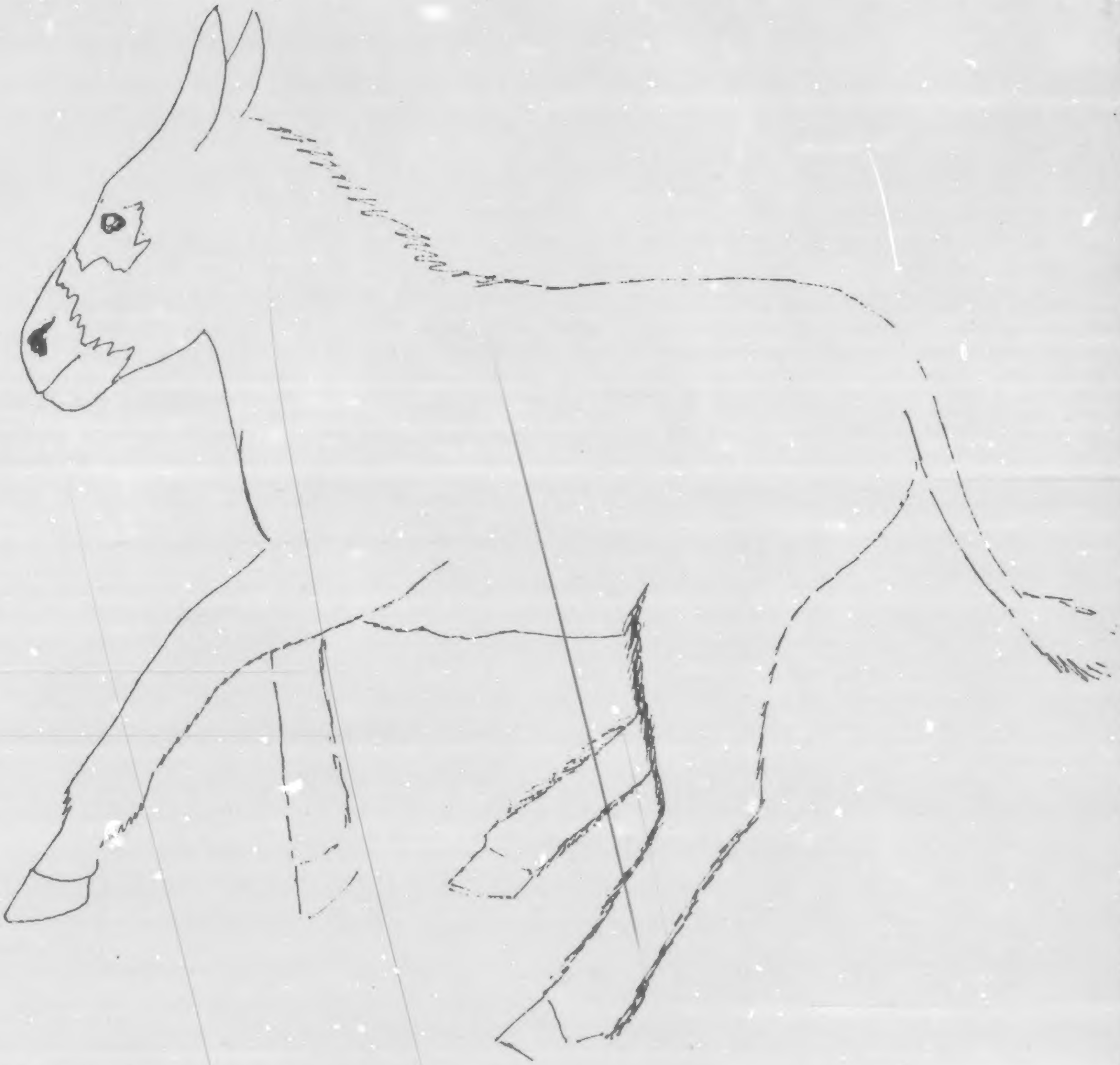

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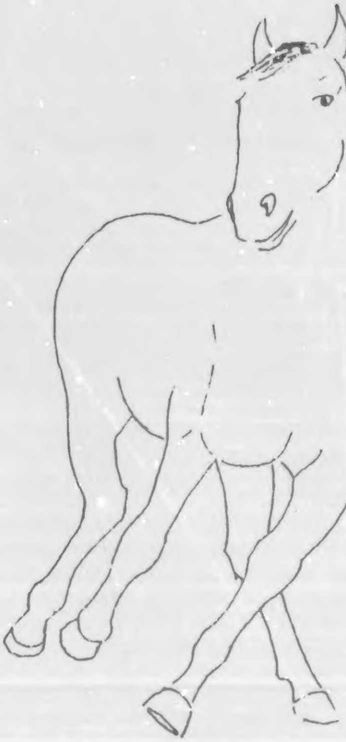

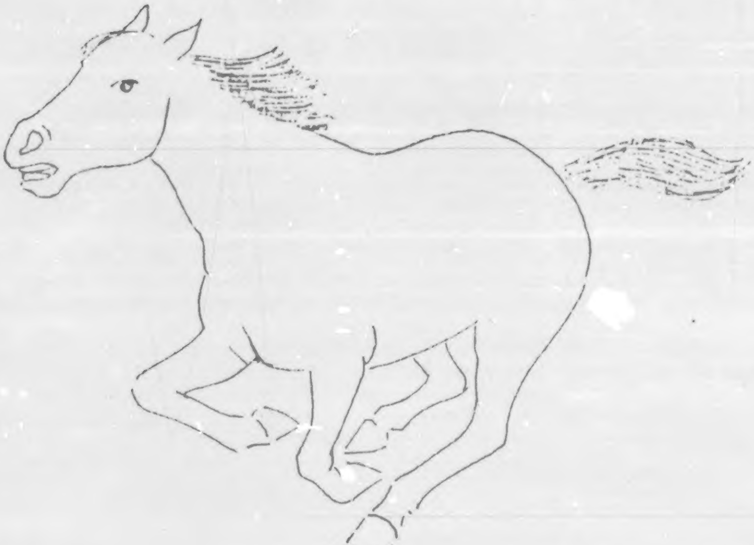

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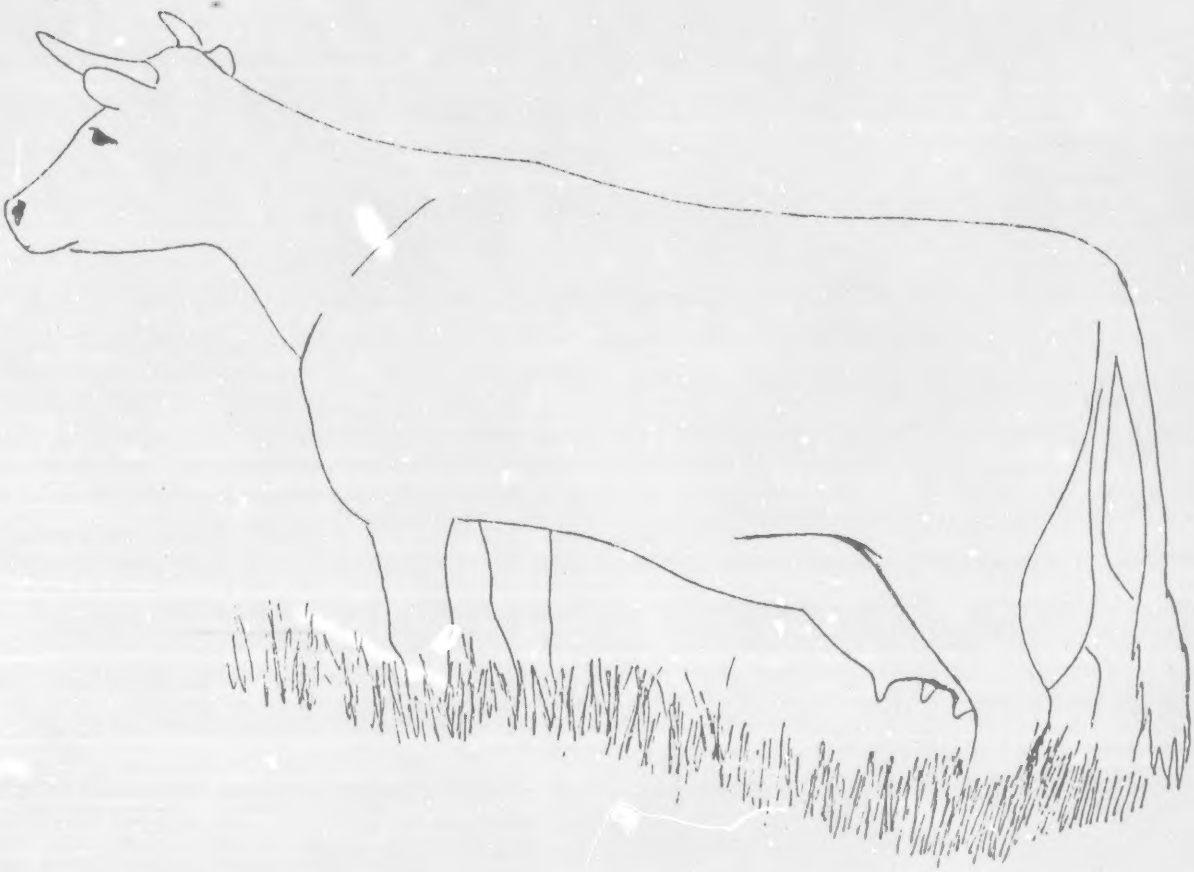

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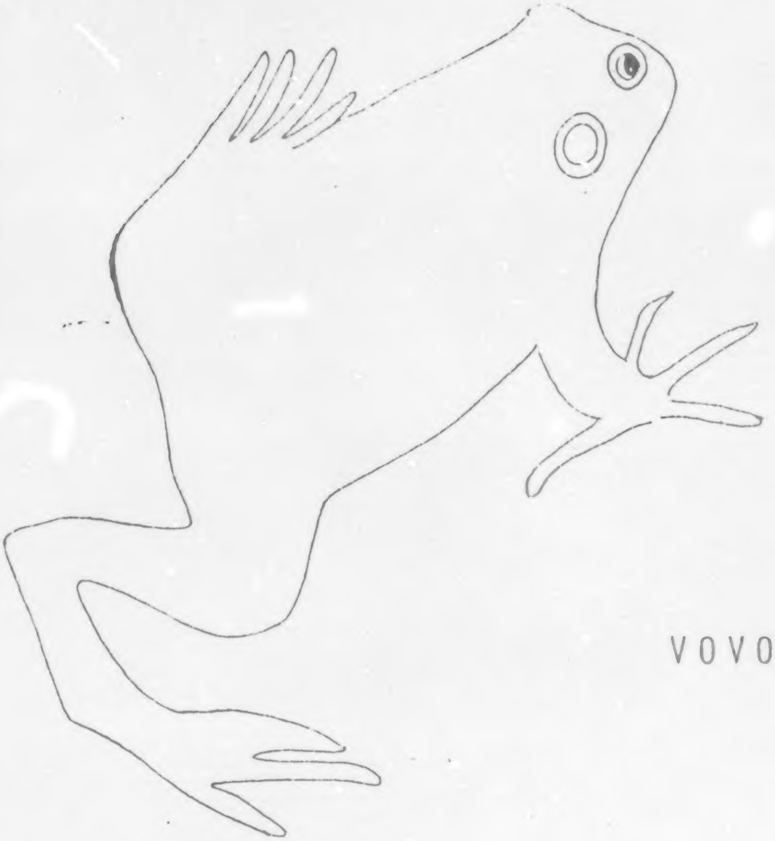

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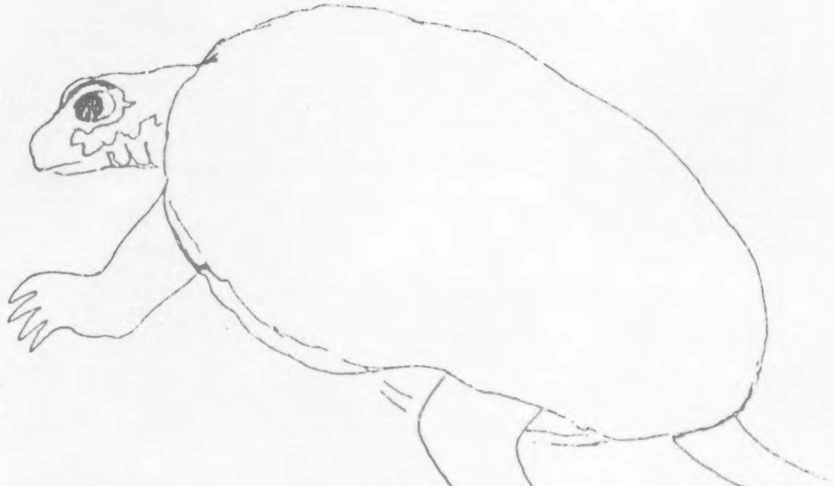

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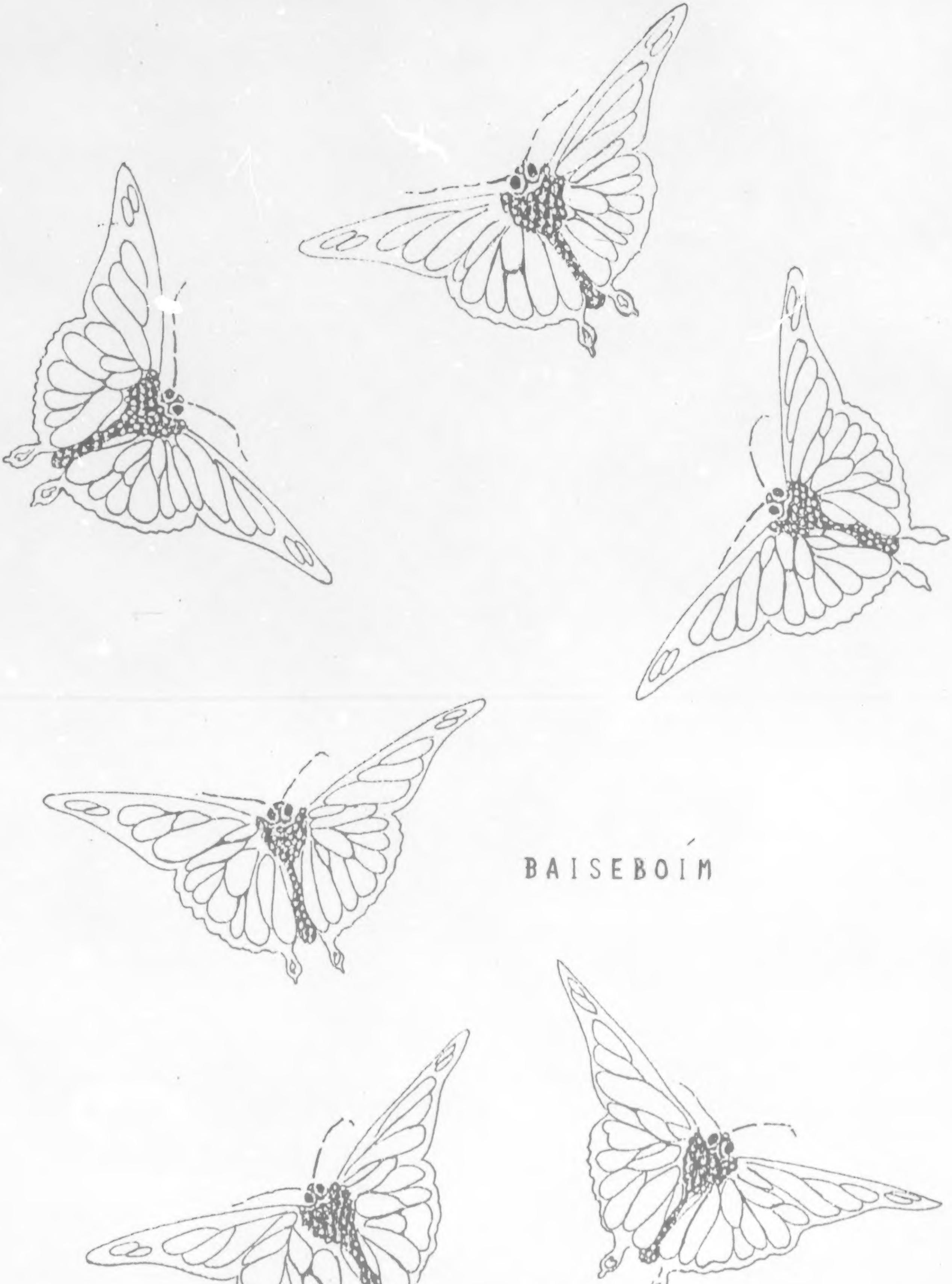

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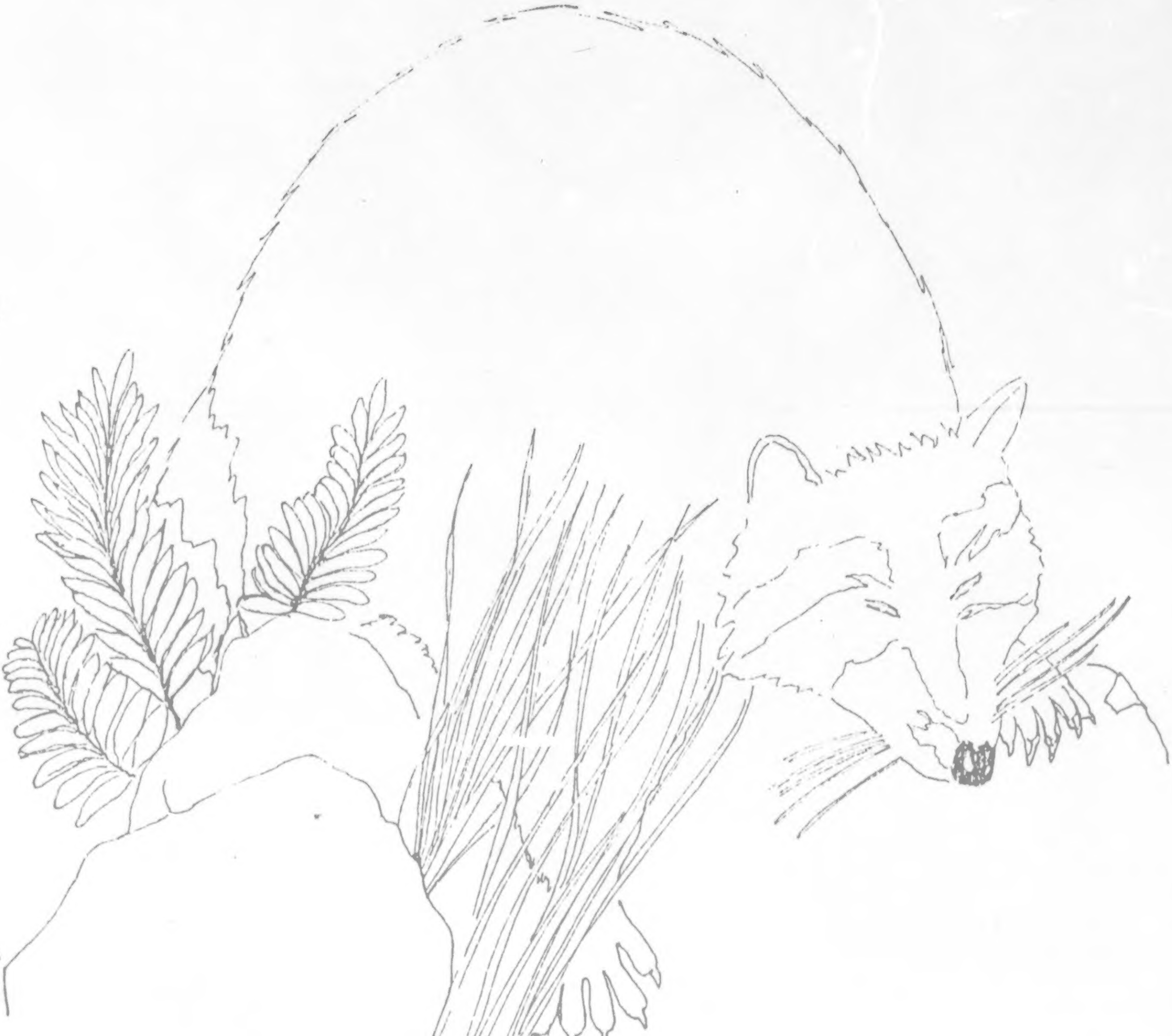

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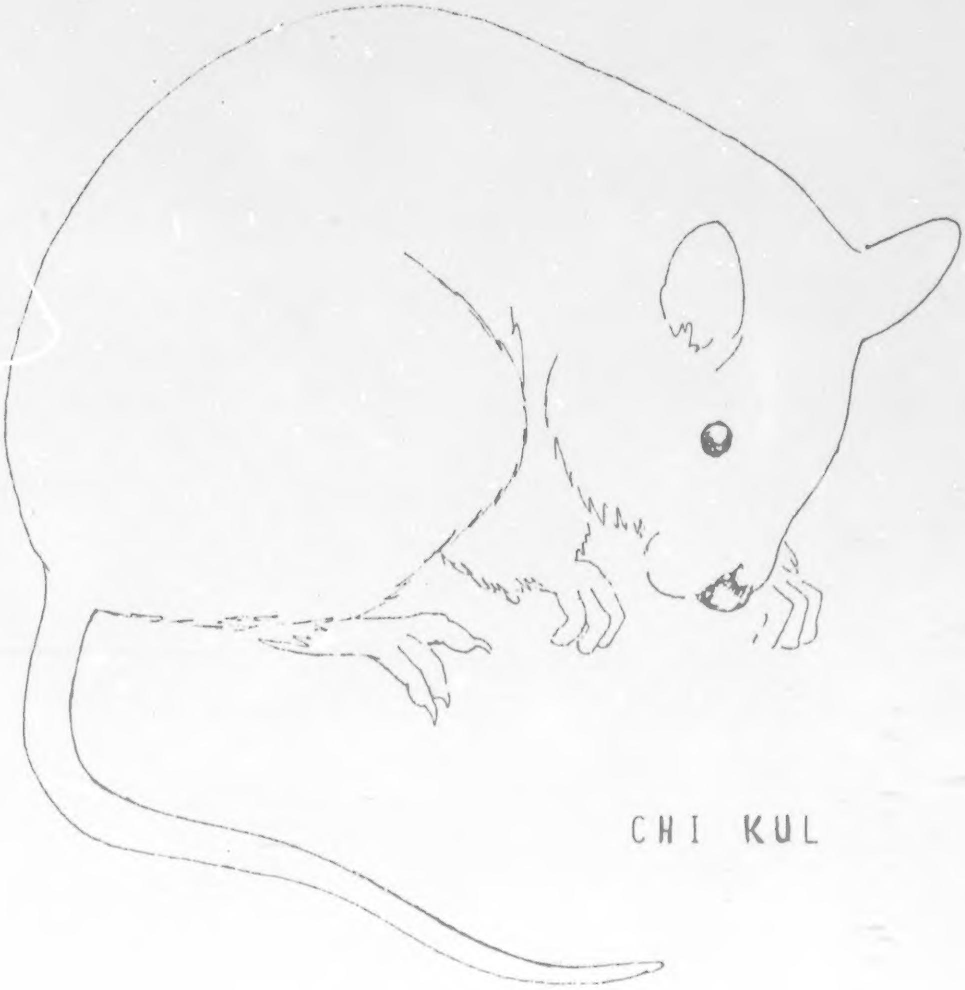
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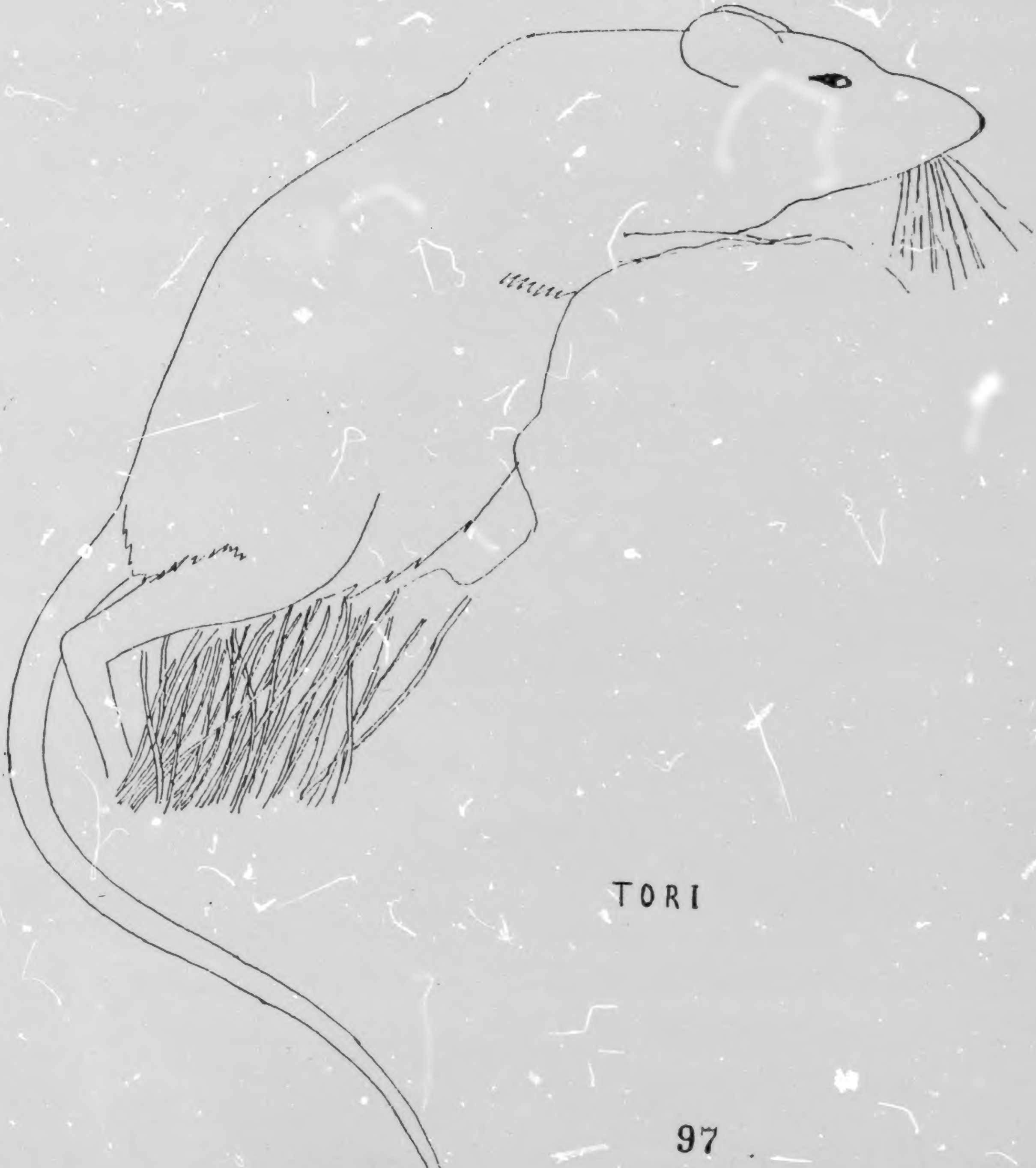

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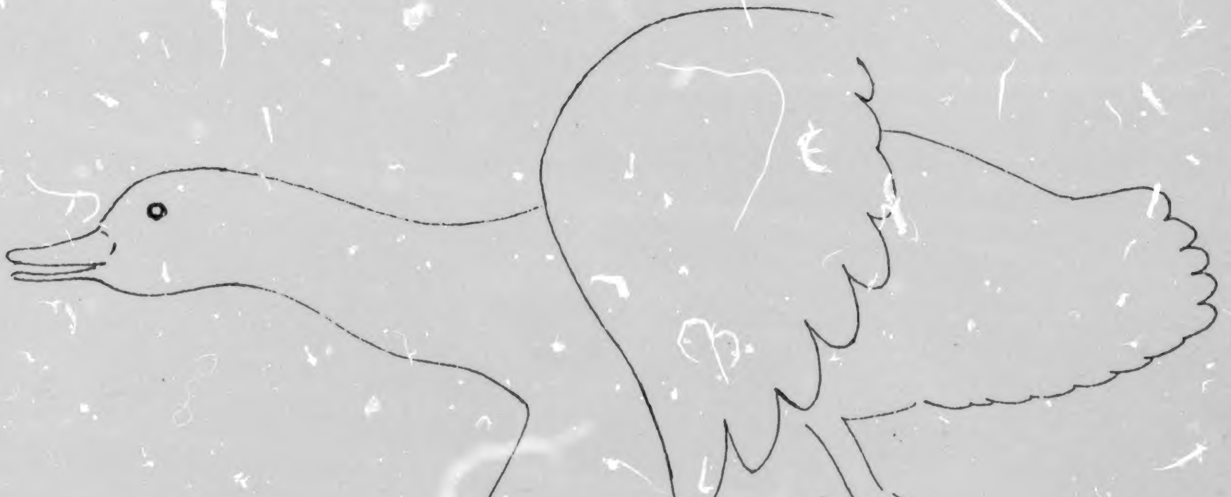

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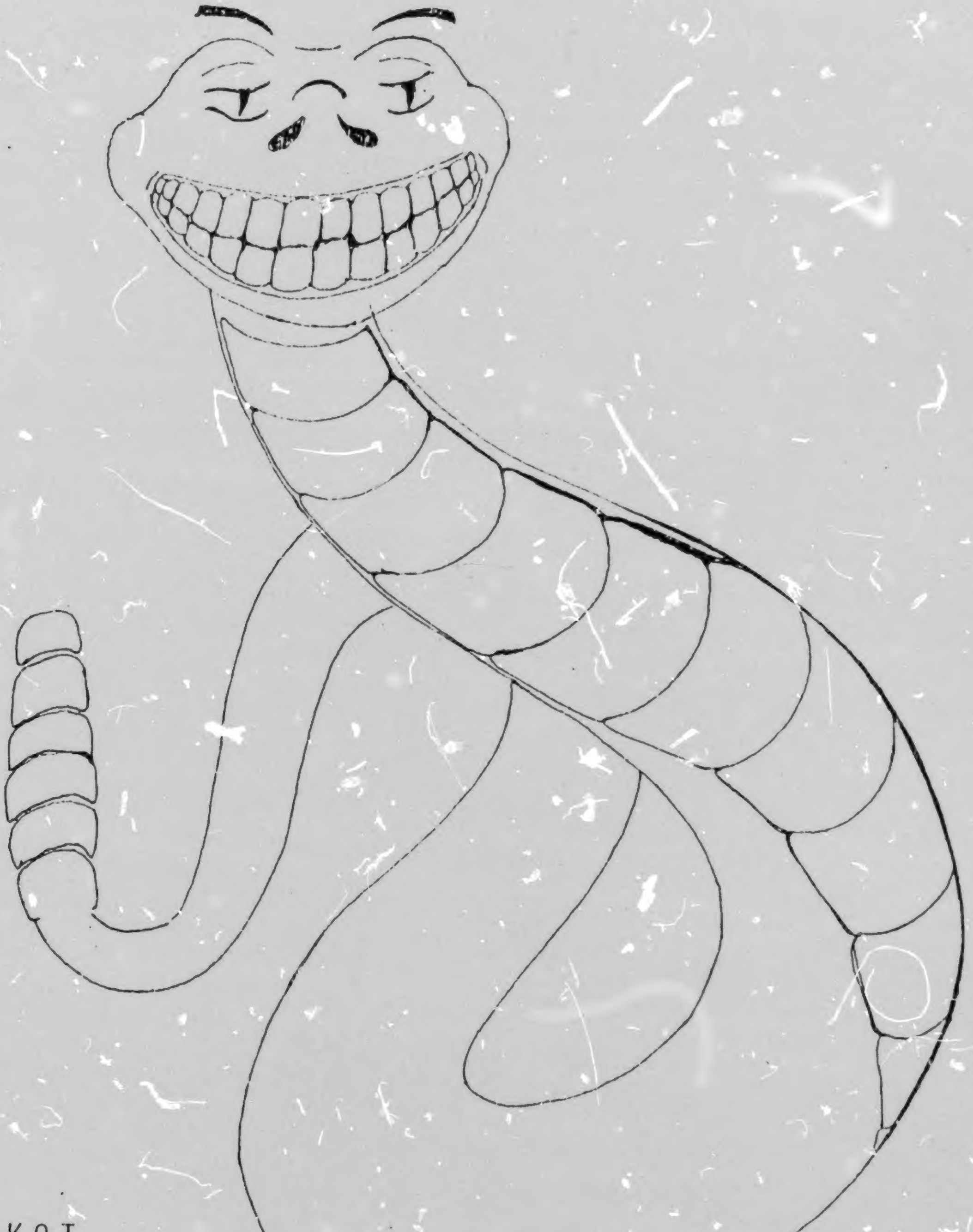
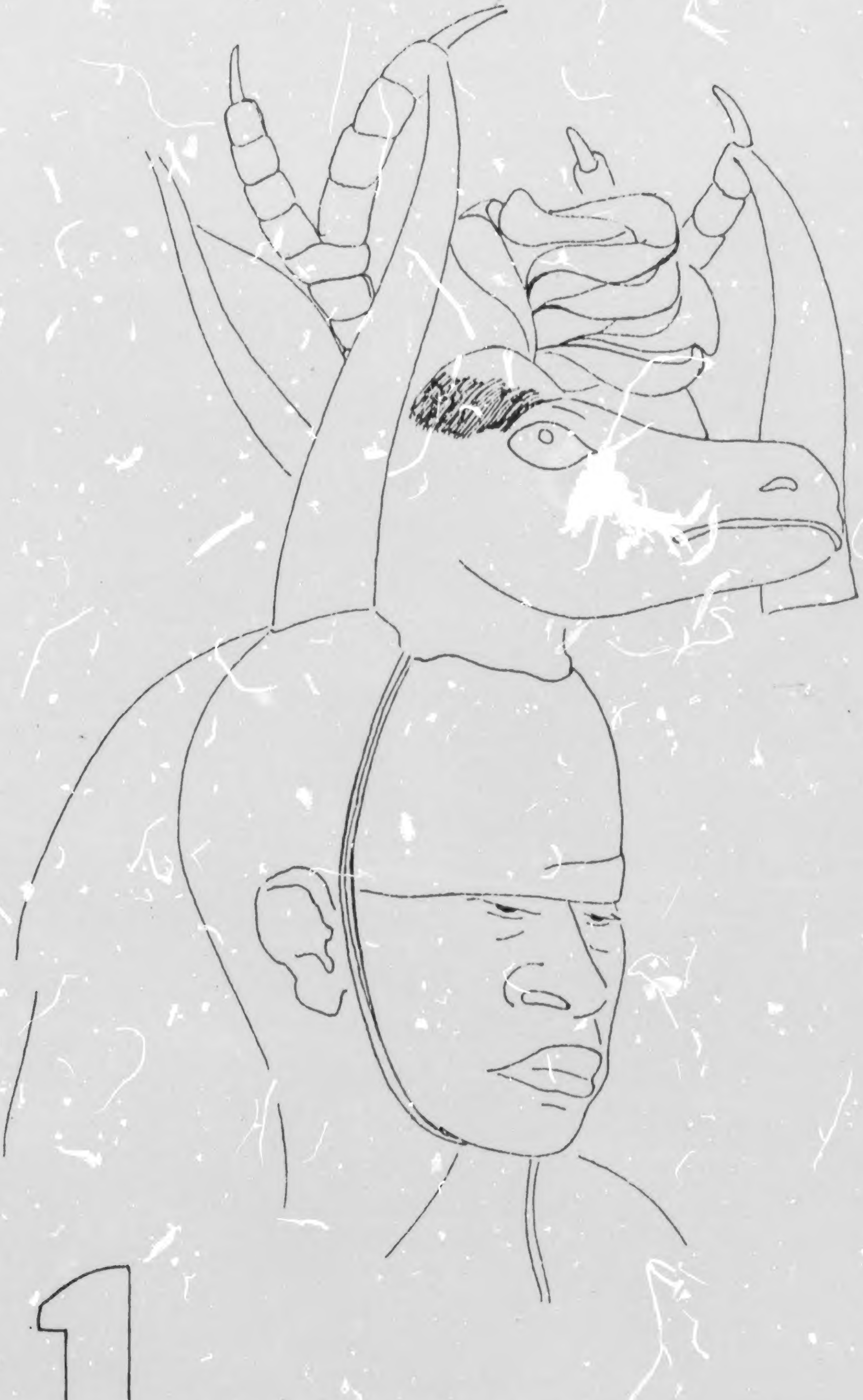


BAKOT

YOEME NUMEROM

illustrations by
John Duarte

Made possible by a grant from the Department of Health, Education and Welfare/Office of Child Development Region IX to Community Services Maricopa County Head Start/ Guadalupe Yaqui Parent Education Demostration Project, Guadalupe, Arizona



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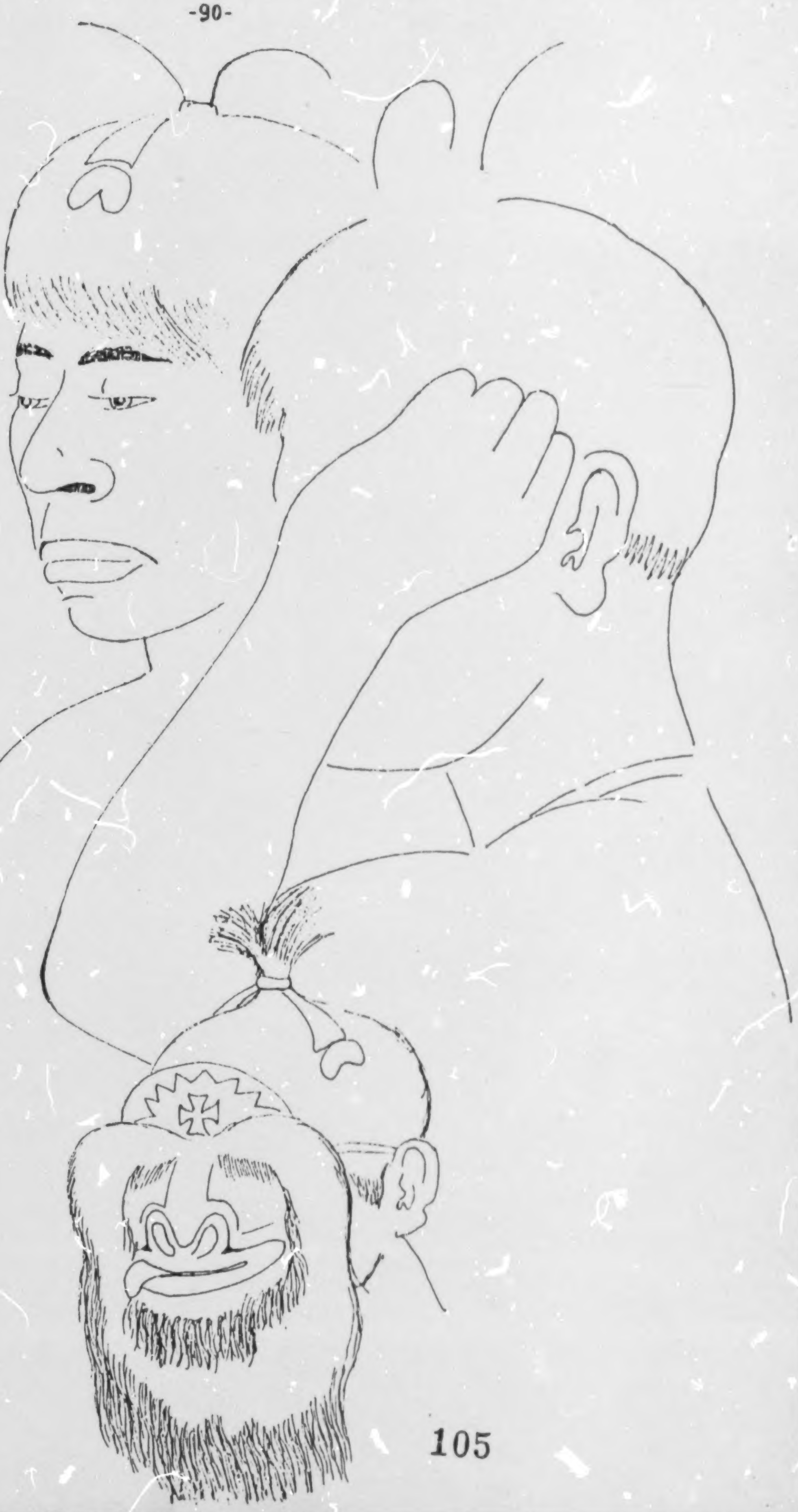

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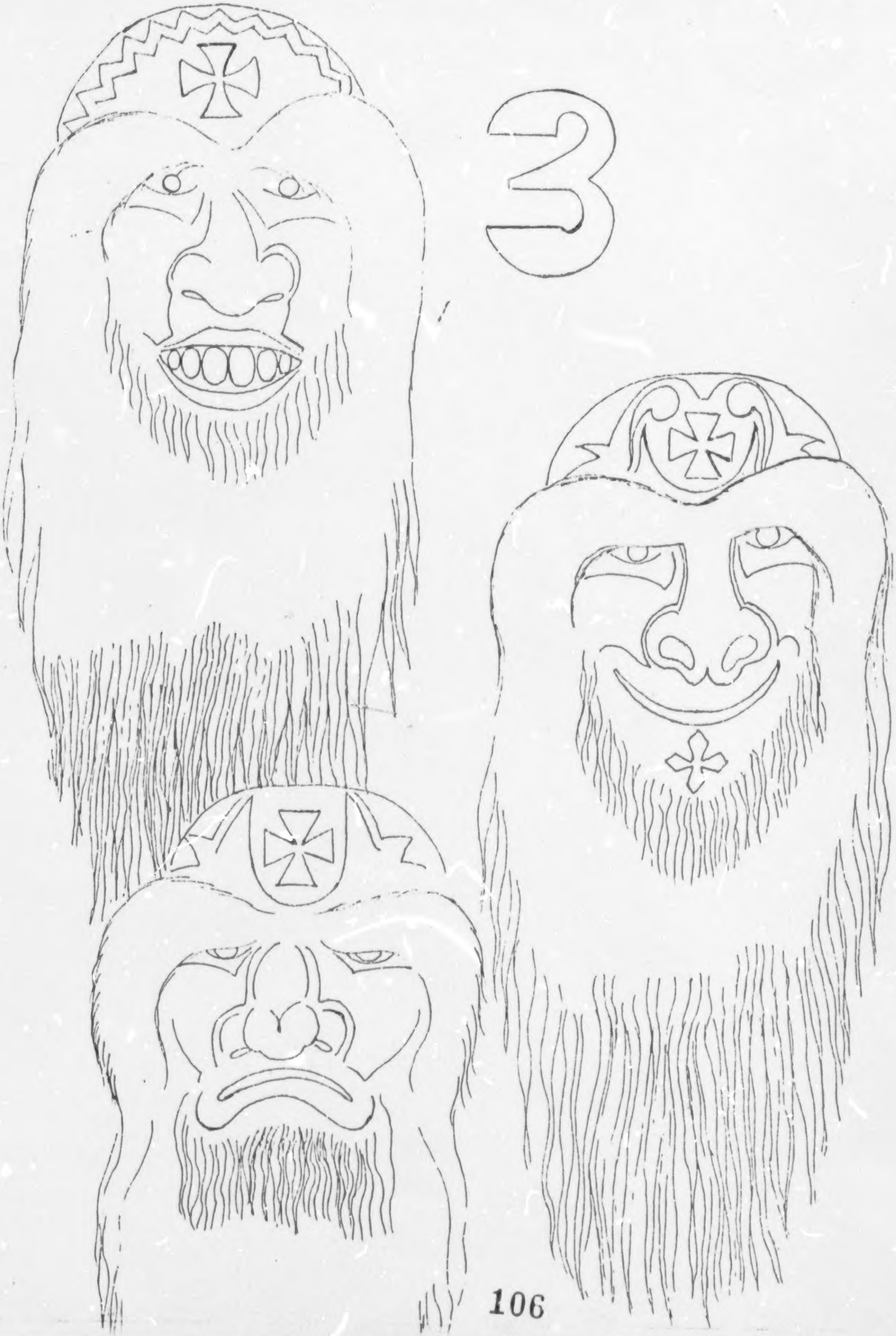

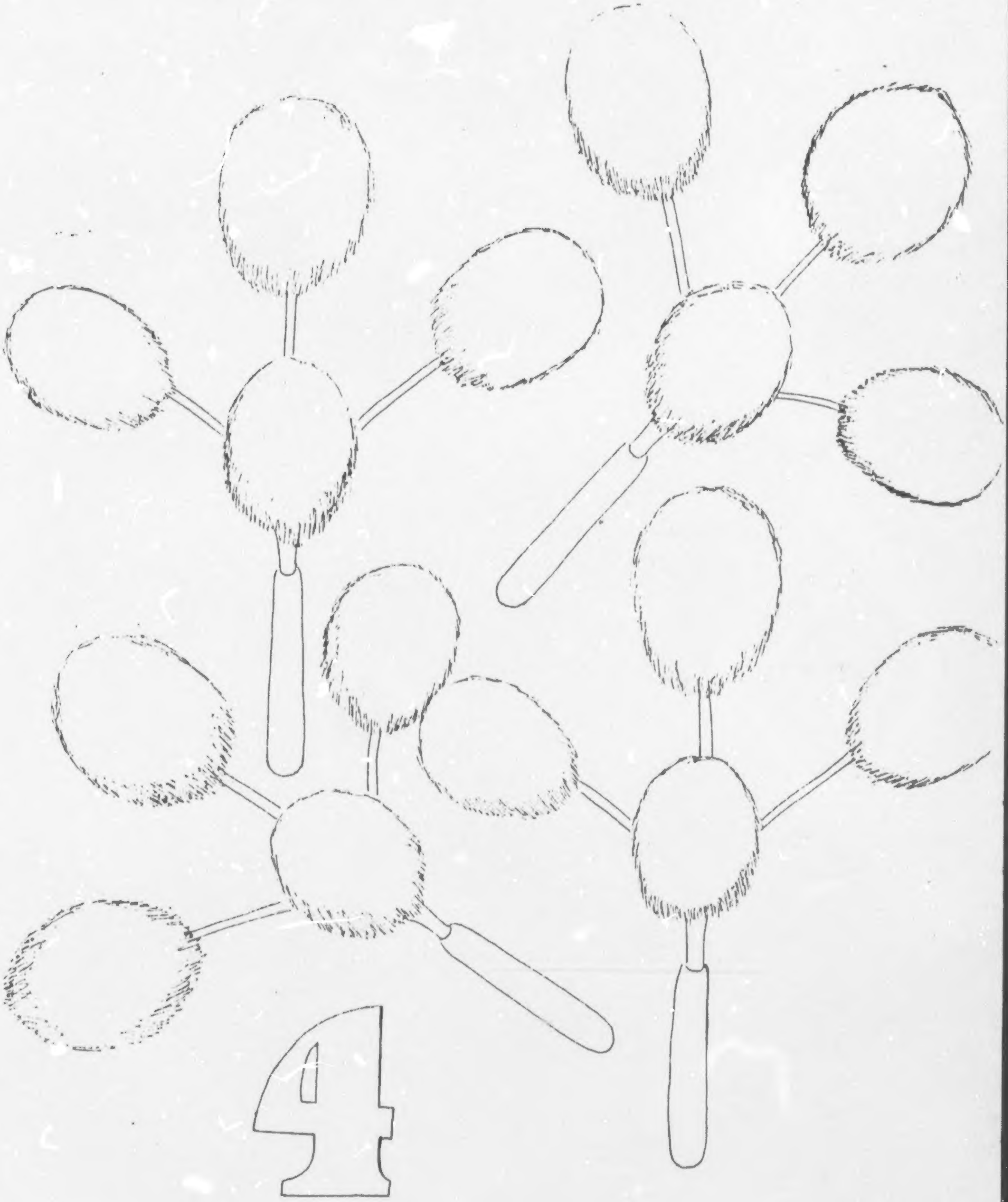
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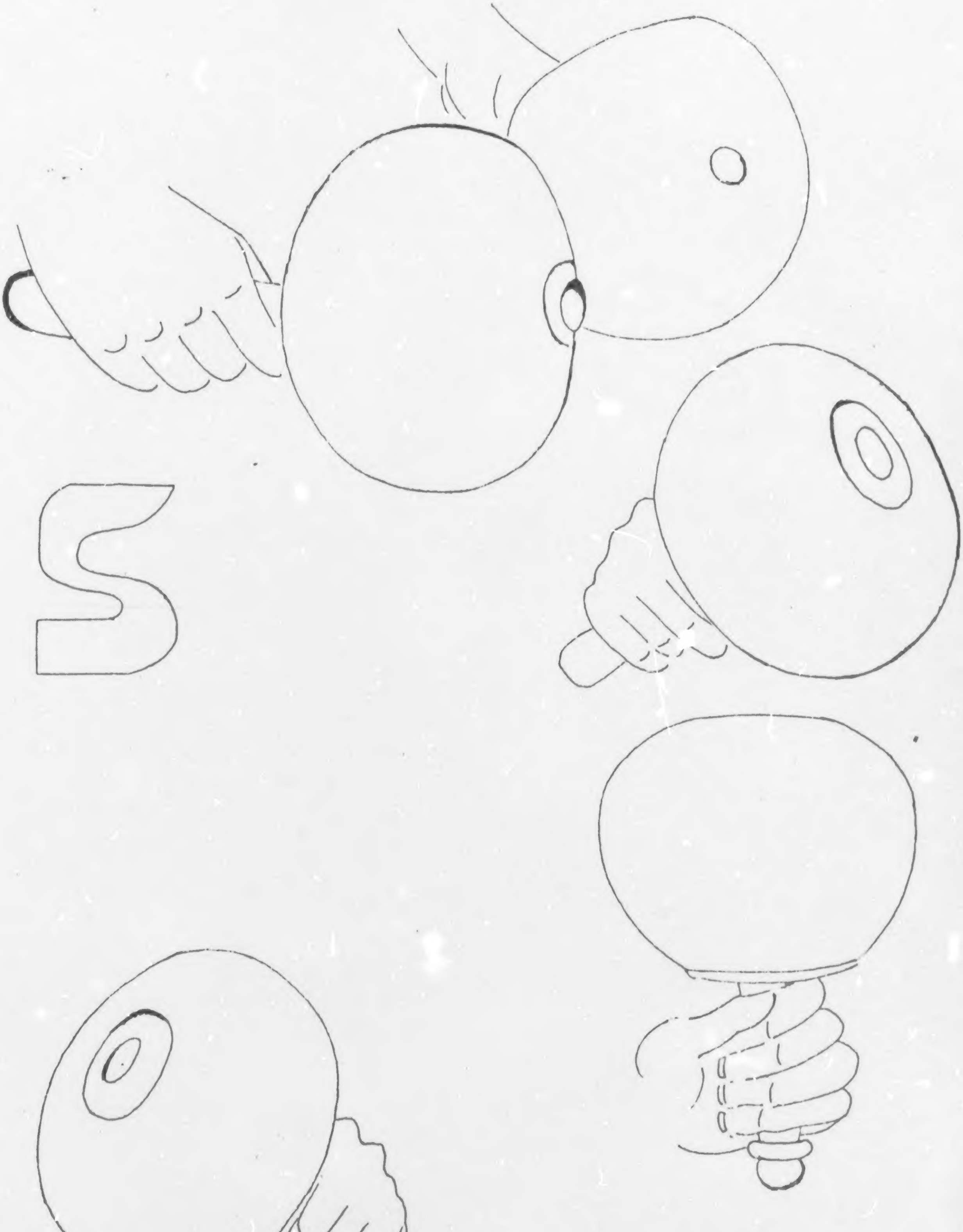

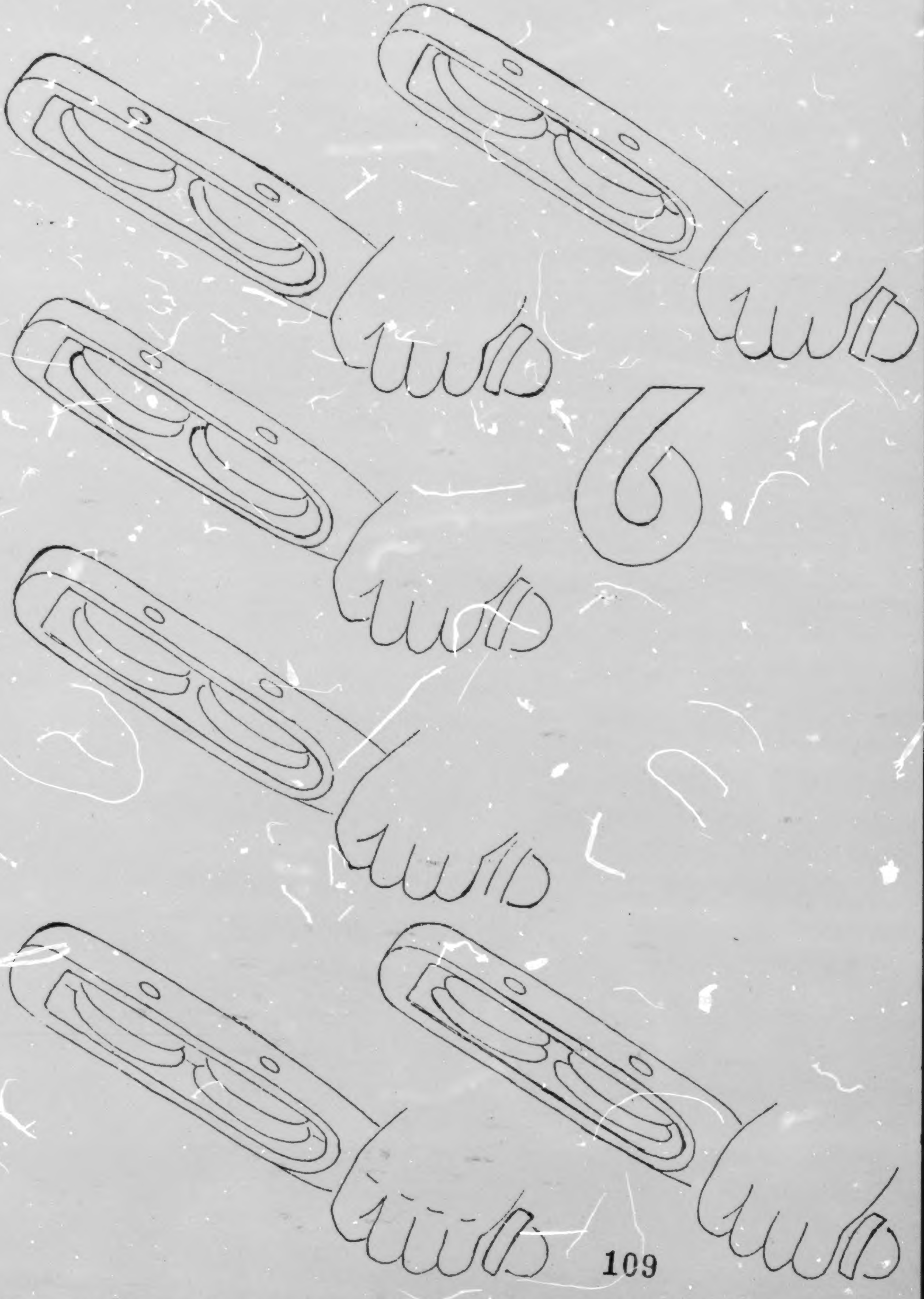
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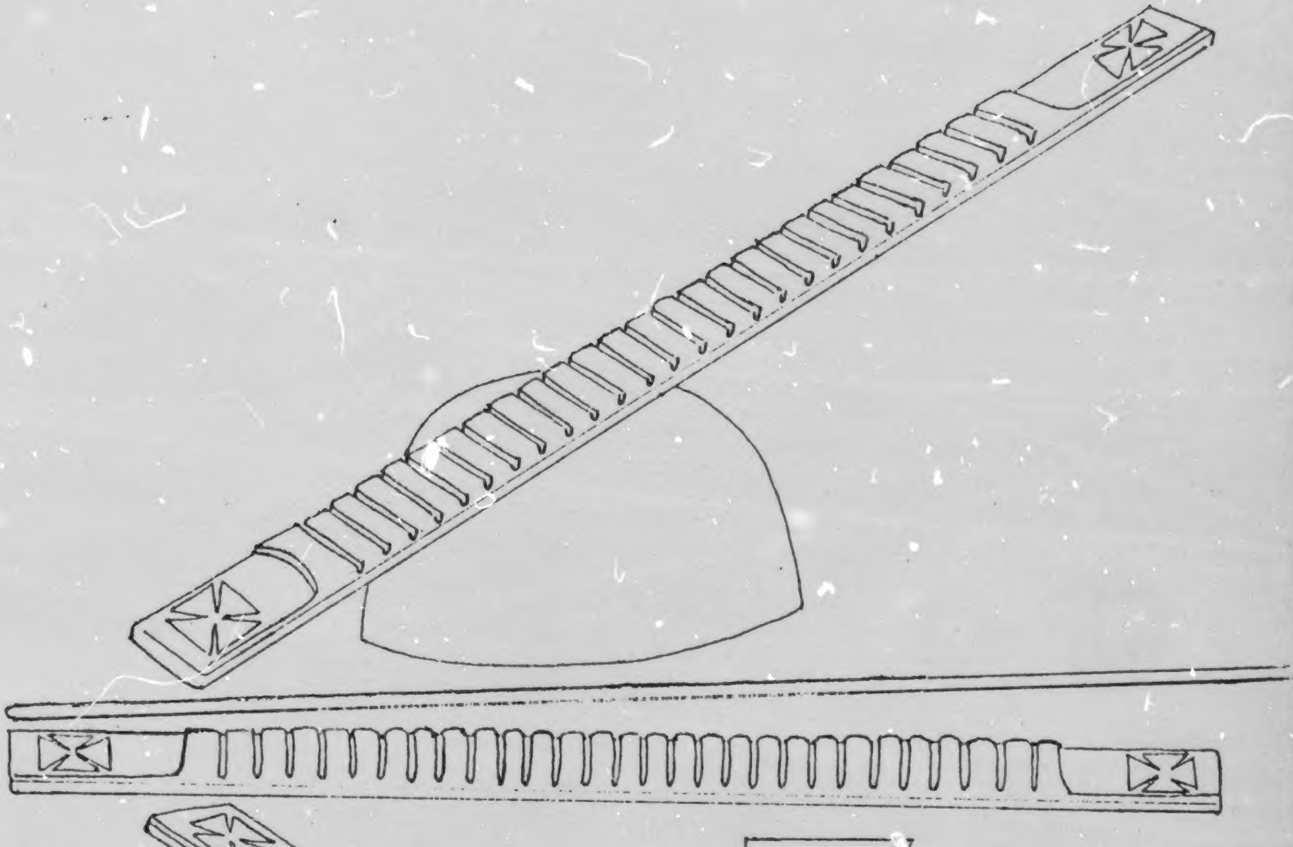

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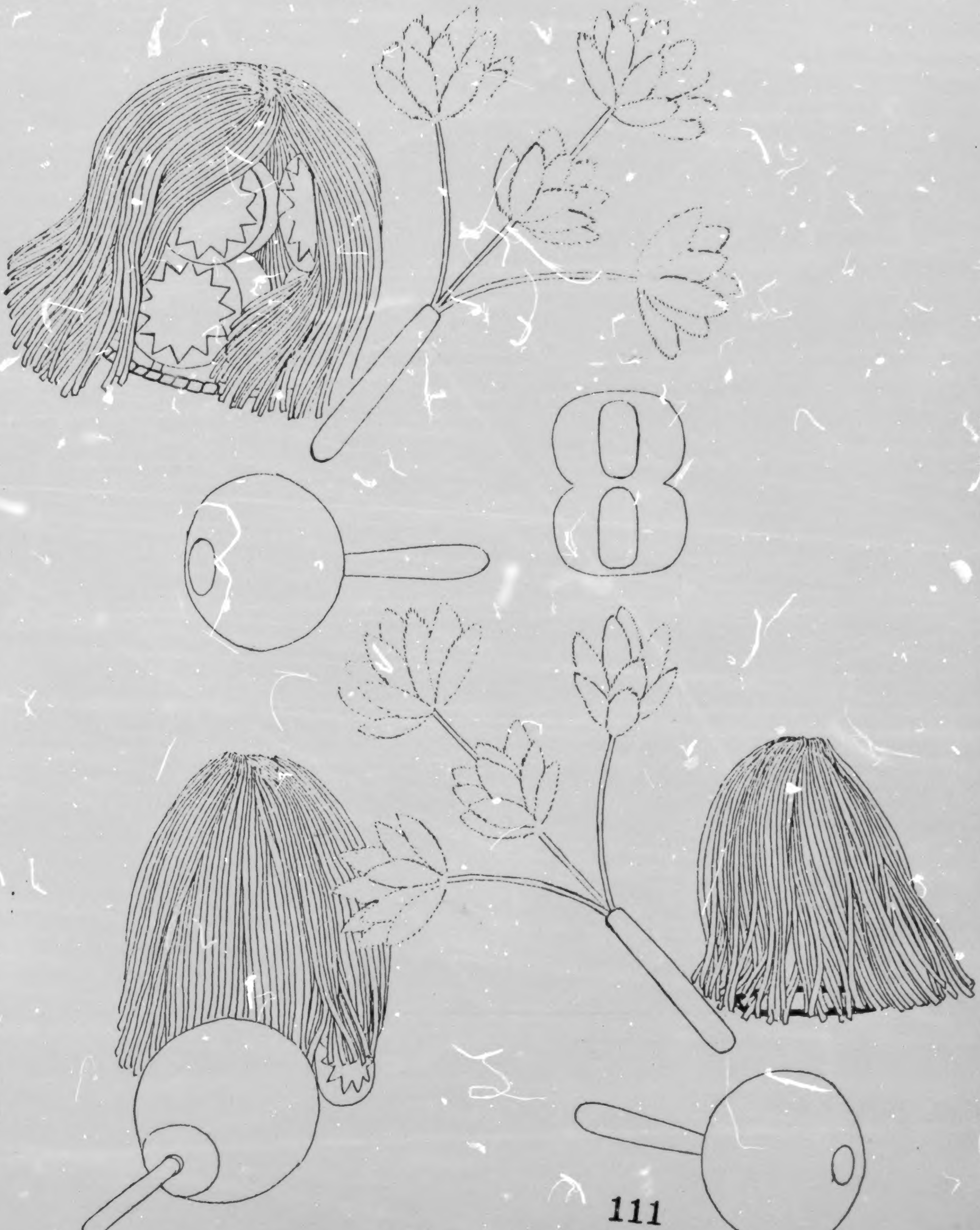
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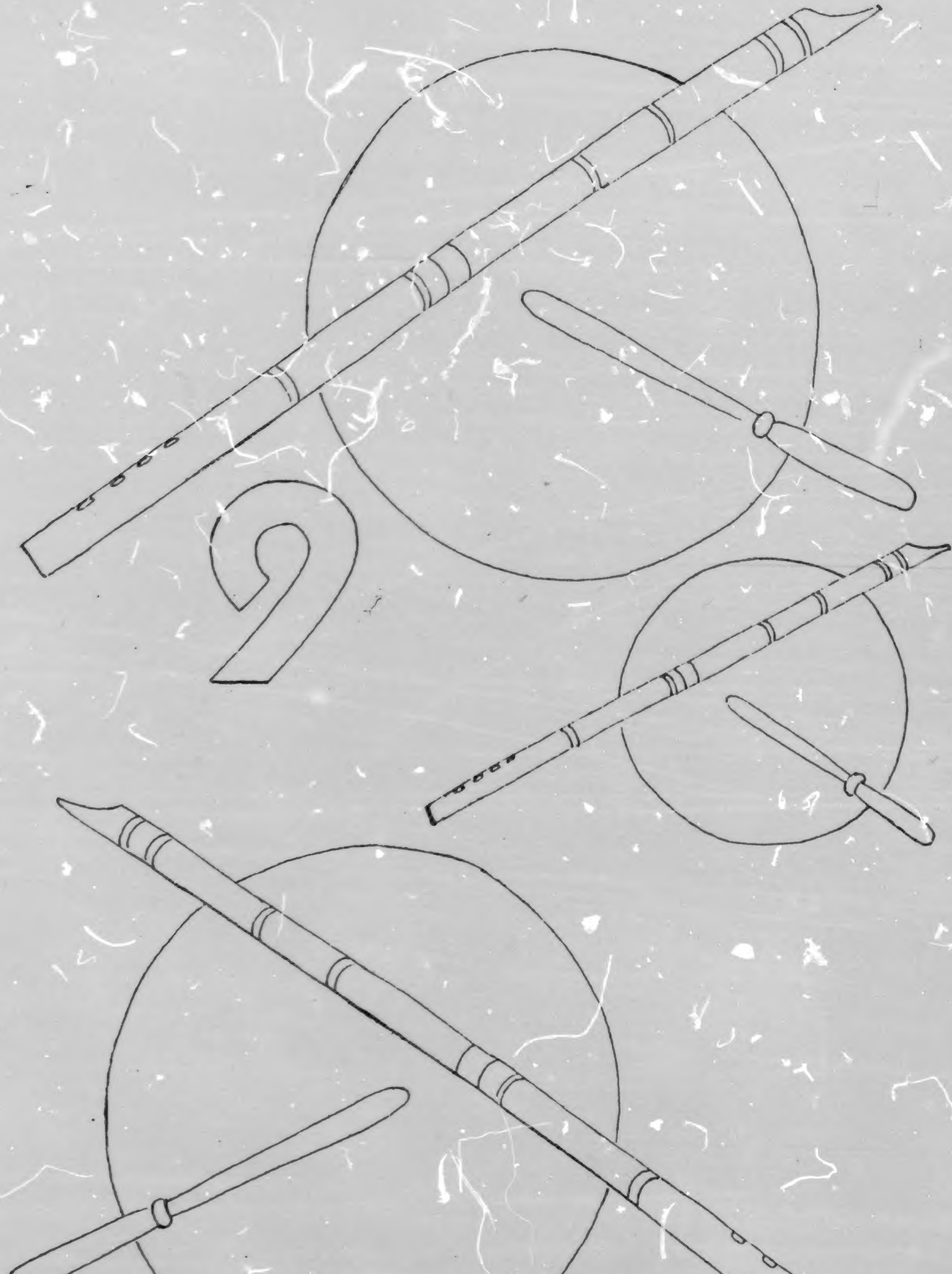

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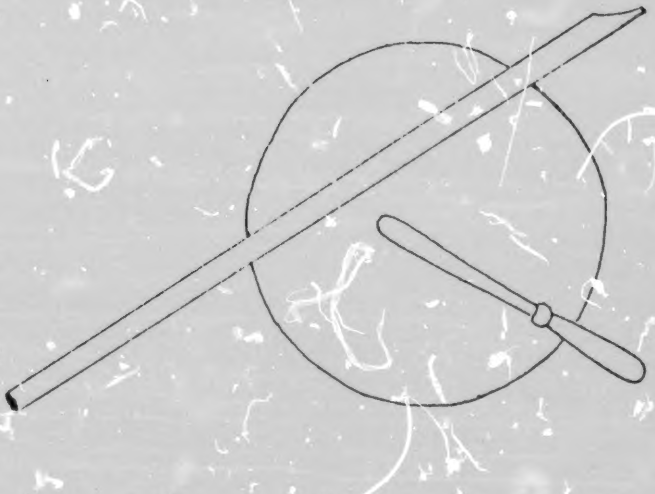
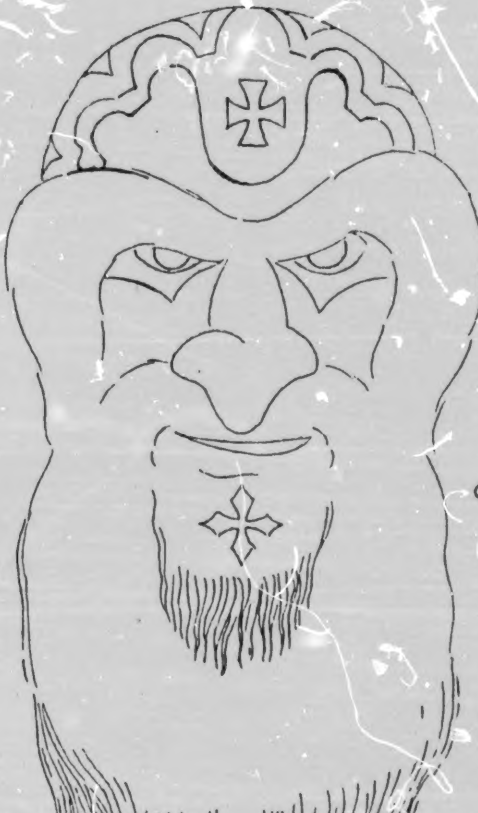
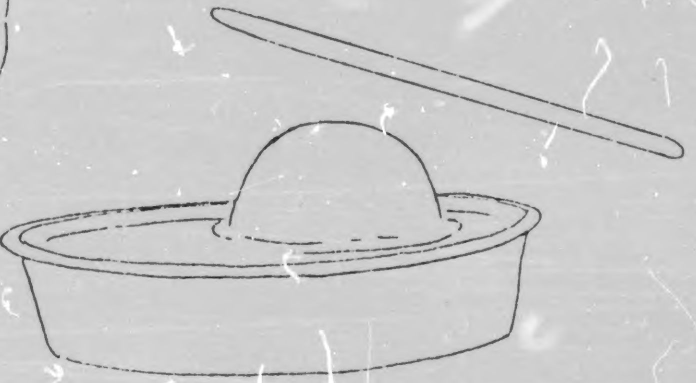
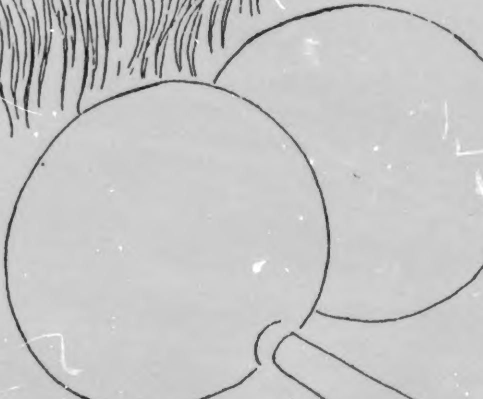
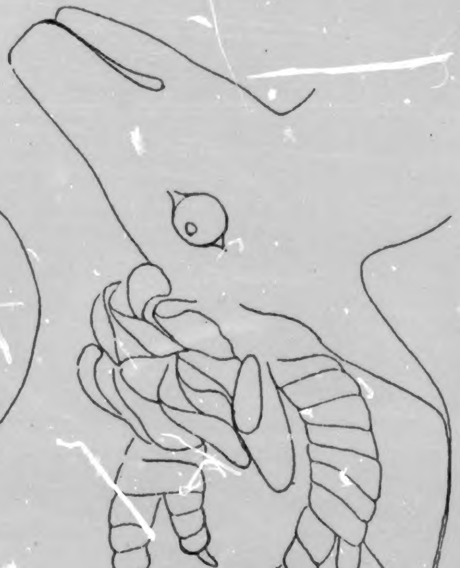










RECIPES

This is a recipe that was passed on to my mom by my grandmother. It was created because of hard times and too many families living together. So in order not to waste, this meal was made. We call it "Sopa de Tortillas".

Sopa de Tortillas

2 dozen tortillas
1 tablespoon lard
¼ teaspoon garlic powder
2 cups water
salt, pepper (to taste)
1 cup longhorn cheese, grated

Shred tortillas into small pieces, even old, dried ones. Place 1 tablespoon lard in a skillet. Then add the other ingredients except the cheese. Let boil until soft. Be sure to stir. It is cooked when soft. Top with cheese and it is ready to eat. This is enough to feed an army. Serves 10-12. (M.S.R.)

POSOLI

Serves 6-8 persons

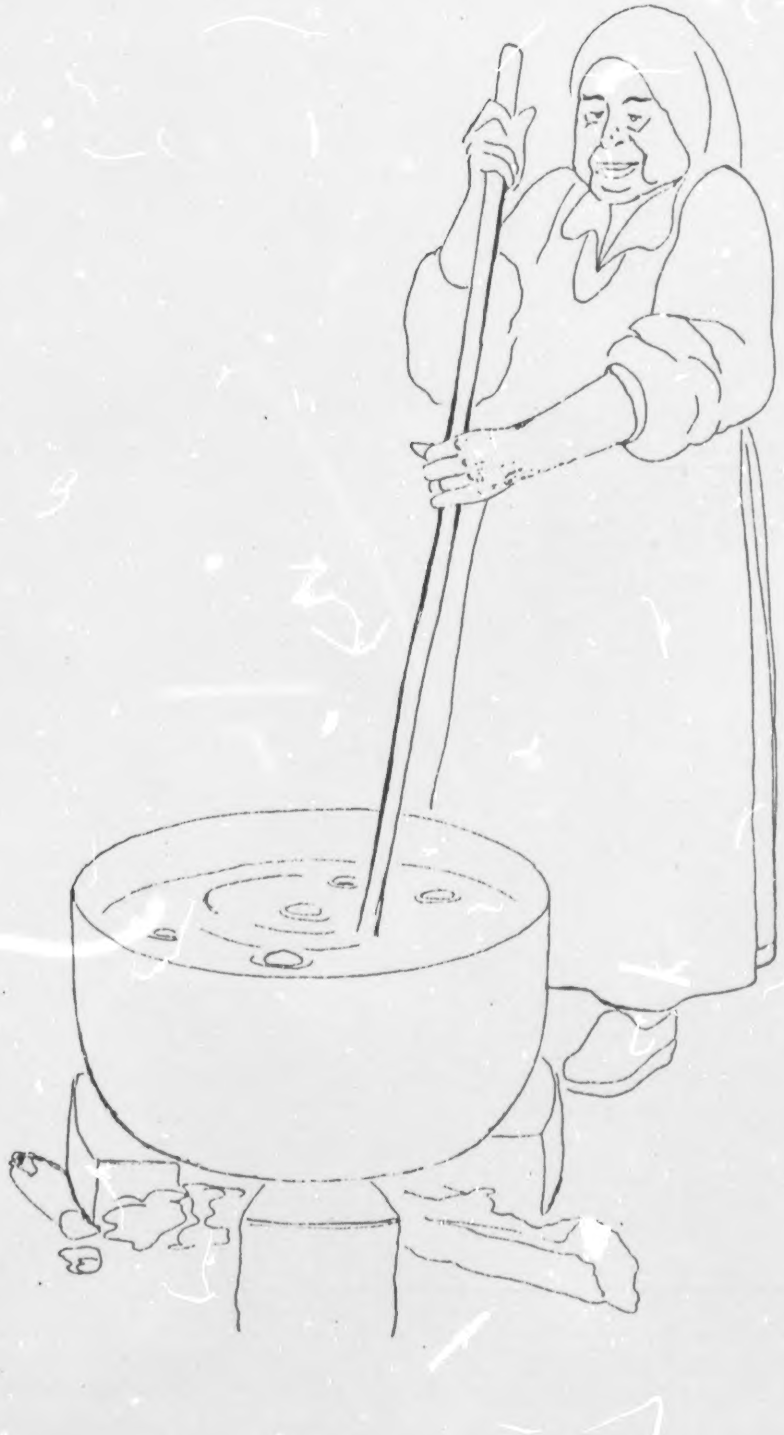
6 pieces short ribs (or other soup bone)
5 lbs. corn (hominy)
5 lbs. pinto beans
4 gallons water
salt (to taste)

(1) Wash beans, put in a large pot with water. After it starts to boil, lower heat and simmer for about half an hour, then (2) add the corn and let it come to a full boil, (3) add meat and cook over a low heat for about three to four hours. (4) Add salt to taste. This is a meal in itself. (A.V.)

ATOLE

½ cup sugar	¼ cup flour
1 cup hot water	½ cup water
½ cup milk	

Melt sugar in heavy pan until brown; then slowly add the hot water and milk. Bring all these ingredients to a boil. Mix together flour with the half cup water, then pour slowly into boiling mixture, stirring continually to keep it from getting lumpy. Keep on stirring until mixture thickens slightly. Remove from heat and serve while still warm. Serves four. (F.T.)



This is one recipe that has been used for many, many years. This is usually prepared for almost all kinds of fiestas. Part of the reason is probably because it is more economical to feed large crowds this way. This is called "Huacavaki". This Yaqui word; "huaca" meaning meat, and "vaki" means soup.

Before a fiesta, lots of wood is collected and cut in small pieces. This is gathered into a pile close to a ramada, where the cooking takes place.

"Huacavaki" is cooked in a very large container over an open fire; usually by two senoras carefully watching the fire and adding the ingredients.

'Huacavaki" is eaten as an evening meal; and if the fiesta lasts all night, something else is cooked for breakfast.

"HUACAVAKI"

5-6 lbs. meat (short ribs or ox tail)
3½ gallons water
1 clove whole garlic
2 lbs. (or 4 cups) garbanzo beans
2 lbs. (or 4 medium) potatoes
2 lbs. (or 3 ears) corn
1 lb. (or ½ cup) fresh green beans, cleaned and chopped
½ pkg. carrots
3 small green chiles
1 medium zucchini squash
1 lb. (or 3 medium) tomatoes
1 head of cabbage
1 lb. (or 4 bunches) green onions
½ lb. (or 1 bunch) celery
2 teaspoon salt
1 teaspoon pepper

(1) Place water, meat, garlic and garbanzo beans in a large container, then (2) add corn, green beans and whole green chiles. After all these boil together for a while, (3) add the squash, tomatoes, cabbage, celery, and green onions. These ingredients are cut into pieces, not too small, before adding. (4) Add salt and pepper to taste. This is cooked over a very low heat for about 2-3 hours. Serves six to eight persons. (F.V.)

CAPIROTADA

12 slices bread, toasted
2 cups longhorn cheese, grated
2¼ cups brown sugar
1 stick cinnamon
2 cups water
1 cup raisins

(1) Put water, brown sugar, and cinnamon stick in a saucepan to boil for about 10-15 minutes. (2) Put one layer of toasted bread on bottom of baking pan, (3) sprinkle cheese, then raisins over this layer of toasted bread. Repeat steps 2 and 3 until all the ingredients have been used up. (4) Pour brown sugar liquid over the layers of bread until all the bread is well soaked. Put in heated oven (350°) for 8-10 minutes, then it's ready to be served. This is a dessert used more frequently during Lent. Serves six to seven.

SECTION IV

SUMMER PROGRAM EVALUATIONS COMMENTS

Evaluation comments on the summer program by some participants were the following:

Question:

Do you have any comments about the Yaqui Project?

Answers:

- Yes, to have more classes
- Yes, more kid to come
- They should do it all year and next year so more people can come and learn Yaqui Language.
- I want it to continue, yes I'd come
- Nice teachers and I like it
- They should have it more often
- I'd like for the Yaqui Project to continue
- I would like to be coming but I can't because school starting and I live far from here.
- I would like to have more classes to learn more Yaqui words.
- I wish we could have this again after school Saturday and Sunday.
- They show you how to learn words. Yes, I like it. Yes if you had it I'd come.
- It would do a lot of good to most of the people in Guadalupe to speak and understand the Yaqui language and culture.

HOME BASE PARENT EVALUATION COMMENTS

- Learn new words and numbers the session was excellent
- My husband and I study together and he already has learned the colors. My little girl seem very interesting. I think that the material you have given me has and will help alot. Not only to me and my family but to all the other people who want to learn the Yaqui language.
- I didn't have my papers with me so it was my fault we didn't do much.
- My little girl the color sheets. She learns alot with them.
- So far I've learned a lot of word, of which I didn't really know the meaning of or the difference two words that sound the same have.
- Learn to spell the color and prepared other material, my trainee was nice to work with.
- The session was interesting I think going like it, I hope to learn the language, only thing is I have enough time to study with trainee.
- House visit gives me a change to catch up on the goings on of the Project.
- I had my teacher at home. I was most convenient. I ask for information and get it from her.
- I'm trying to improve myself in speech and in understanding more the Yaqui language history and it's culture. I'm looking forward to it in learning.
- I have been satisfied with my teacher in the way she's been communicating with me in every way possible. This including everybody in the Project.
- I learned some of the names for certain animals and I think I can help out a little with what I already know.
- Well I enjoy it. I'm going to continue.
- I learn to spell the numbers and the colors. I think is interesting.
- I received more material, animal, flashcards also had a review on numbers and colors plus a spelling test on both, I feel I learned quite a lot on pronouncing the number names. I also feel that Felipa really is prepared and knows how to teach us in interesting manner.
- We reviewed numbers colors and animal list. We also studied the command and list of opposites this session seem to be very helpful to me in pronouncing some of the words which were difficult for me.
- Session was interesting today we heard a pronounciation of the words on tape.

- Well we reviewed the same thing we learn yesterday, so Felipa is always prepared our sessions, she does pretty good if I say so myself. She also explain today what we we'll be doing in the future sessions.

- I think Felipa is a good teacher. She explains everything very good in order for us to understand.

- Learn some new words, interesting sessions with my new trainee.

- It was interesting, and fun learning.

- Elliot Smith came along with Josie Marquez and visited my home. I was given a spelling test and I did pretty good.

- I think trainee did very good, she waited until I had gotten use of the words and colors, saying them to me, before letting me say them to her.

- It's good for both me and my daughter.

- A little bit harder, but I like it. Now I'm learning a little more.

- It was OK, learning more.

- We made some flashcards with the colors on them also some cards on which were the names and numbers on it. We had a spelling test on color names. I feel we accomplished a lot.

- We reviewed the names of all colors. I think the color lotto is a very good way to help us remember all the colors and enjoy it as a game to use with the children also.

- We repeated color names and we were given the color lotto so we can practive at home.

- Trainee gave me flash cards on command words. We reviewed on body parts list.

- We reviewed "Body Parts" and made flash card using personal pronouns. I need to study Yaqui pronounciation on body parts also spelling of these.

- We practiced the pronounciation of all the opposites and also studied some command words. I was given a spelling test on names of body parts also.

- Today I learned my colors also had a test on spelling my colors.

- Felipa tought me how to pronounce my numbers and she gave me flash cards with colors and also for numbers.

- Felipa is a good teacher. I learned my colors and got a color lotto game. I am looking forward to learning so I can teach my children.

- I learned how to pronouns the colors.

COMMUNITY PROJECT EVALUATIONS COMMENTS

Question:

What do you feel the Project did for the community? Please explain.

Responses:

- I feel that they made the community more aware of their culture and history background. I also feel that it is very important for our community.

- It helped the community learn more about the culture, language, and history, of the Yaquis they had classes during the summer to teach anyone who was interested in the Yaqui language.

  They had consultants from the community to talk about the Yaqui culture and history. Workshops, films, and many other things were included to broaden the Yaqui language.

- The Project made the community more aware of the Yaqui culture, language and history. I am proud to be friends of the ladies who were in charge of the project.

- I feel that it helped alot of people learn about the Yaqui culture. It helped the Yaqui mothers become involved with the school.

- It helped people know a little about the Yaquis.

- Have let a lot of children become more aware of the Yaqui language and they now want to learn more of the Yaqui people way of lives.

- I left the Project because my child unaccepted in Head Start - high income.

- It helped me learn to say many Yaqui words. It also gave me an opportunity to teach my child what I learn through the Yaqui Project.

- The Project helped learn about the Yaqui language. I learn alot in the Project.

- It has helped alot of us who didn't really know our history, and we have learned alot of things, that, without the Yaqui Project would have been in the pass, which older people have told us, yet our old people will not be around forever, and our history would soon come to be lost. We have fun learning about culture to language meanings to alot of words, we hear only around older people, now is good to know what your old relatives are talking about.

- A lot 1. help Yaqui children be prouded that they were Yaqui. 2. We all learned about some language and history. 3. last but not least help restore our culture.

- Awakened need for keeping up Yaqui culture in Todays youth. Better understanding of Yaqui traditions community-wise I feel I learned alot and would like to see this program continue even though I myself cannot keep on attending as regularly as I'd like.

- I'm very proud because I learn a little bit of the Yaqui language.

- I feel many people knew that Project did for the community it a good many thing to learn and study about Yaqui Language.

- Help my child learn our language and myself. I know a little about the Yaqui history because my father is Yaqui.

- I feel that I can talk in Yaqui language, and my child to.

- I feel that the children are learning about our language.

- One of the greatest contributions that an individual can make for his or her community is to support and help build those things in the community that make it unique. The Yaqui culture tradition is honored and unique. Antonia de Campoy, Coordinator, and the Yaqui Project Staff have made a great contibution by helping the Guadalupe community appreciate, develop and promote the continuation of the tradition's of the Yaqui people and Yaqui language.

May 2, 1977

SELF-EVALUATION BY YAQUI PROJECT COORDINATOR

I feel that the Yaqui Project helped the whole community of Guadalupe become more aware of our Yaqui heritage and gave them a new vision of pride. It made us take a closer look at our marvelous language, culture and history. The whole community's attitude toward the Project was always positive. There were people who donated their time as consultants on language, history and culture. All of these persons were more than happy to verify word lists, history and/or cultural facts.

The Yaqui Project was instrumental in helping a young artist get recognition for his art work. He will be having some of his art work displayed at the Heard Museum this month. Several pictures, depicting the Yaqui culture were donated to the Project. Funds were donated to the Project to start an Art Fund to help our talented artists from our community. These funds were donated by people outside the community who saw the Project as an essential part of this community.

Our trainees worked very diligently to make the Project a success. They developed all kinds of materials for home-base parents and Head Start children. They donated alot of extra time in development of these materials. They are very commendable for their efforts and cooperation as well.

Working as Yaqui Project Coordinator has been a challenge as well as an exciting experience for me. All the trainees made it easy for me to work with them.

I would like to express sincere appreciation to all the home-base parents and community residents who participated in the Project and made it into a great success.

Special thanks to Mr. Al Jauregui, Principal, at Frank School, for the use of the school's facilities. Also to the Head Start teachers, Lily Zarembinski, and Gina Hoff for their cooperation.

Antonia de Campoy

GUADALUPE YAQUI PROJECT TRAINEE QUESTIONNAIRE

Name: [illegible] C. Marquez

Date: March 10, 1977

1. What did you like best about the Project?

What I liked best about the project was that I had the opportunity to teach to children as well as adults, all that I learned on Yaqui culture, history and language.

2. What did the Project do for you?

First of all it gave me more self confidence. I learned how to work with small children [illegible] and adults in groups. Also I learned more about Yaqui culture, history and my language that I didn't know too well before.

3. Why do you think the Project should continue?

Because if the project continues more people will have a chance to get involved and learn more about Yaqui.

4. What do you feel the Project did for the community?

Well it made people realize that Yaquis are people too. Also it helped many people remember lots of forgotten Yaqui tradition. It helped us with Yaqui [illegible] in us, more proud of ourselves.

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GUADALUPE YAQUI PROJECT TRAINEE QUESTIONNAIRE

Name: [illegible]

Date: March 8, 1976

1. What did you like best about the Project?

[illegible] the [illegible] interested in [illegible] Yaqui culture. Also [illegible] the children

2. What did the Project do for you?

[illegible]

3. Why do you think the Project should continue?

[illegible] language

4. What do you feel the Project did for the community?

[illegible] the [illegible] children [illegible] Head Start [illegible] who wanted [illegible] questions.

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GUADALUPE YAQUI PROJECT TRAINEE QUESTIONNAIRE

Name: Reyna, M.

Date: 2-10-77

1. What did you like best about the Project?

Getting together – translating, culture, histor

2. What did the Project do for you?

I learned alot of history, songs, words & culture that were just there. Matachin dances have always been a mystery to me. This project has made me aware of a lot of things & prouder of my people

3. Why do you think the Project should continue?

Yes, and this time it should be open to all people & not just Headstart parents, Also would like to work with some one who is fluent in the Yaqui language

4. What do you feel the Project did for the community?

I didn't feel that it reached a lot of people but to those it did I sure tha they are prouder of our heritage.

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GUADALUPE YAQUI PROJECT TRAINEE QUESTIONNAIRE

Name: Felipe Valenzuela

Date: 3-5-77

1. What did you like best about the Project?

What I like about the project is That I work with small children I also work with some parent

2. What did the Project do for you?

I Learn To write some yaqui word. And I Learn more about The yaqui culture And History And other thing. That I didn't know before

3. Why do you think the Project should continue?

I Think The project should continue we need a project like This. for ours children so They can know more about Their Language And culture.

4. What do you feel the Project did for the community?

parent's from community were very interested in the yaqui project program Some of The parents participate in ours classes. They are learning To write And Read in yaqui ours childrens are learning Numbers, color and animals in yaqui They like to sing "Saila Juan"

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GUADALUPE YAQUI PROJECT TRAINEE QUESTIONNAIRE

Name: [illegible]

Date: March [illegible]

1. What did you like best about the Project?

It help me understand it more.

2. What did the Project do for you?

It help me to understand some words in yaqui and write it and learn a lot of history

3. Why do you think the Project should continue?

[illegible] so [illegible] continue learning to [illegible] write it cause some don't understand or speak.

4. What do you feel the Project did for the community?

It got some parents involved in the program

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PROFILE OF PROJECT PARTICIPANTS

YAQUI PROJECT STAFF

Ages	No. of Years Education	Position	Ethnic group	Previous Experience
27	2 years College	Prj. Coord.	Yaqui	Head Start Parent
29	10th grade	Trainee	Yaqui	Head Start Parent
30	12th grade	Trainee	Yaqui	Head Start Parent
34	G.E.D.	Trainee	Yaqui	Head Start Parent
34	12th grade	Sec.	Yaqui	Head Start Parent
39	8th grade	Trainee	Yaqui	Head Start Parent
40	8th grade	Trainee	Yaqui	Head Start Parent
42	6th grade	Trainee	Yaqui	Head Start Parent

HOME BASED PARENTS

Ages	No. of Years Education	Ethnic group	Previous Experience
20	8th grade	Yaqui	Housewife
30	8th grade	Yaqui	Head Start Parent
36	8th - G.E.D.	Yaqui	Housewife
27	G.E.D.	Yaqui	Housewife
35	8th grade	Yaqui	Head Start Parent
29	10th grade	Yaqui	Head Start Parent
50	5th grade	Yaqui	Head Start Parent
25	8th grade	Yaqui	Head Start Parent
30	8th grade	Yaqui	Head Start Parent
23	8th grade	Yaqui	Head Start Parent
23	10th grade	Yaqui	Head Start Parent
30	10th grade	Yaqui	Head Start Parent
19	11th grade	Yaqui	Title XX Aide

SECTION V

Tempe School District No. 3

3205 SOUTH RURAL ROAD
TEMPE, ARIZONA 85282
P.O. BOX 27708

TRUSTEES
LAWRENCE D. WOODFORD, D.D.S.
PRESIDENT
STAN SETTLES, PH.D.
CLERK
WILLIAM G. PAYNE, M.D.
ROSE E. MARTÍNEZ
GEORGE M. SAÑCHEZ, O.D.
MEMBERS

RALPH GOITIA
SUPERINTENDENT
ROBERT P. CURRY
ASSOCIATE SUPERINTENDENT
C. W. GITTUS
EXECUTIVE DIRECTOR
HAROLD B. ROBERSON
BUSINESS MANAGER

April 28, 1977

Trends of contemporary Indian relations are self-determination. With the activities of the Yaqui Project, Yaqui people have done and are successfully doing for themselves what their needs have determined and efforts developed. It has been an activity of Yaqui people helping the Yaqui community. Not only an experience bringing Yaqui people closer to their language, history and culture but also an experience of education, management, organization and evaluation for the Yaqui Project staff. The gain made by Yaqui youth and adults of Guadalupe is not alone in knowledge but includes attitude and commitment. A determination to continue in activities building Yaqui pride.

The vision of pride, determination and commitment of Antonia de Campoy, coordinator, and the Yaqui Project staff is evidence of the Project's success. Only an effort to extend the time and funding for the Yaqui Project could improve on the accomplishments of the program.

Larry Sbragia
Lawrence Sbragia
Field Administrator
Title IV - Indian Education Program

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September 23, 1976

TO WHOM IT MAY CONCERN:

We, the Teachers of Head Start, at Guadalupe, Arizona, have observed that the instruction of Yaqui to pre-school children is imperative for not only continuous success of the Yaqui children in elementary grades, but also for the Mexican pre-school child.

Although the Yaqui and Mexican cultures are distinct, they do reinforce each other in community and classroom levels.

Appropriate Yaqui program evaluation certainly demands more than one year of implementation.

Most respectfully,

Lily Zarembinski
Lily Zarembinski
Joanna Rondeau
Joanna Rondeau
Lupe P Ortega
Lupe Ortega
Julia Vega
Julia Vega

Tempe School District No. 3

3205 SOUTH RURAL ROAD
TEMPE, ARIZONA 85282
P.O. BOX 27700

TRUSTEES
LAWRENCE D. WOODFORD, D.D.S.
PRESIDENT
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ROSE E. MARTINEZ
GEORGE M. SANCHEZ, O.D.
MEMBERS

September 7, 1976

RALPH GOITIA
SUPERINTENDENT
ROBERT P. CURRY
ASSOCIATE SUPERINTENDENT
C. W. GITTUS
EXECUTIVE DIRECTOR
HAROLD B. ROBERSON
BUSINESS MANAGER

Mr. Roberto Armijo
Maricopa County Community Services
3455 West Durango
Phoenix, Arizona 85009

Dear Roberto:

I just had to tell you how pleased I am with the way the Yaqui Project is going. I have been watching the growth of the project in Guadalupe and the dedication of the staff, especially, Antonia de Campoy and Lupe Martinez. I have visited the project several times and heard many positive statements about the project from community members.

My opinion is that few community programs have been as effective as the Yaqui Project and I would like to congratulate the staff for this positive effort.

I hope that a new funding proposal is in the process, to see that the Yaqui Project is continued, so that Antonia de Campoy and her great staff can continue developing a community awareness of the Yaqui culture and language.

Sincerely,

Larry Sbragin

Lawrence J. Sbragin
School Field Administrator
Title IV Indian Education

LJS:aj

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Scottsdale Progress 3-11-76 Pg 7

Pre-school program teaches Yaqui culture

By DIANNE ROZLAND
Associated Press Writer

GUADALUPE (AP) — While pre-school youngsters in most Operation Head Start classes spent the summer with Dick and Jane and their dog Spot, about 100 children here were learning about masestros and Chapayekas in a unique program that won a national award.

The project involved teaching Yaqui Indian children their native language and culture, which was dying out through Americanization, according to John Back, Maricopa County Community Services Director.

The National Association of Counties gave the project an achievement award last month. A one-year $25,000 federal grant for the culture revitalization program expires this fall, but Back says he hopes it will be extended at least another year.

The program is operated by parents in this village near Tempe. Six women with an understanding of the unwritten Yaqui dialect and culture have instructed other parents and the children, said Jackie Garner, an assistant to Back.

"Using Spanish letters, we're working on a vocabulary list and now have more than 200 Yaqui words and hope written studies of the language and culture can be accomplished," she said. "The teaching concentrates on helping the children learn the language through names of colors, zoo animals and slides depicting Yaqui history."

A community service employe vacationed in southern Sonora, Mexico, original home of the Yaquis, where about 25,000 still live. He brought back native toys, tools, art objects, kitchen utensils and artifacts still used by Yaqui medicine men, for use in the classroom.

Although this village was established about the turn of the century and includes about 2,500 Yaquis, the culture had become Americanized-Spanish, a trend strengthened by a lack of formal tribal government.

Since the U.S. government does not recognize Yaquis as American Indians, they are not eligible for most federal aid. Rep. Morris Udall, D-Ariz., has introduced legislation to grant reservation status to the Yaquis, but some tribal elders oppose the effort, saying they fear they would become wards of the government.

Those fears are part of the heritage the community wants to pass on to its children, said Antonia Campoy, Head Start project coordinator here.

The Yaqui Journey began with the deportation of about 5,000 tribe members from their homes in Sonora to Yucatan to work on a sisal plantation between 1880 and 1903, she said. Most could not adapt to the climate change and died from malaria, and survivors joined the Revolution of 1910. As Yaqui land was confiscated by Mexican President Porfirio Diaz, many fled to Arizona, where their customs, as well as their fight for homesites, continued, she said.

"We want to inform our children about our customs and our past," Mrs. Campoy said. "And we want to bring our language back. Now only Spanish or English is spoken here. It is difficult, since the language is unwritten and the customs not recorded. But we try to verify everything with the elders."

One of the best preserved customs, she said, is the Yaqui Easter ceremony, which begins the first day of Lent and continues for 40 days.

The ceremony mixes the ritual of Indian farmers with the Catholic faith brought to the Yaquis by Jesuit missionaries who accompanied Spanish conquerers in 1617.

"The celebration climaxes Holy Saturday in a procession and ritual at the church," Mrs. Campoy said. "Men called Chapayekas wear masks simulating animal demons. The word in Yaqui means long pointed nose, which is a feature of each mask.

"As the masestro, who is a priest though not ordinained in the Catholic Church, reads from the Bible in Latin, Yaqui and Spanish, it is the Chapayekas job to try to distract him. They wear rattlers around their heads and ankles, carry daggers and make noise. An effigy of Judas also is burned during the spiritual attack on the church.

"But little angels in front of the church hurl flowers at the demons, killing them spiritually so the church triumphs and the savior is resurrected."

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TEMPE (Ariz.) DAILY NEWS, Friday, March 4, 1977 Page 5

KEEP CUSTOMS GOING

Yaquis Working To Preserve Heritage

By KAREN RYAN

Naked from the waist up, the dancer covers his head with that of a deer's, secures it tightly under his chin and drapes a rosary around his neck.

As he dances, the pig hoofs wrapped around his waist rattle, as do the cocoon shells wrapped from his calf to his ankle. In silence, he dances.

Among the Yaqui people, this deer dance symbolizes just one of the many primitive art forms that have survived decades of assaults from other American traditions. Yaqui residents of Guadalupe, fearful that such assaults will lead to the eventual ruin of their culture, have been using federal funds toward a project designed to preserve their heritage.

Last year the Yaqui Project began after being awarded a special $25,000, one-year grant through the Department of Health, Education and Welfare's Office of Child Development to help Guadalupe preserve its customs.

The project has been operated under the Maricopa County Community Services Department.

However, the grant expires in May and program administrators are combing through governmental bureaucracies and private foundations in search of another source of funding.

Consisting of six women who were former Operation Head Start teachers, Coordinator Antonia Compoy, Supervisor Roberto Armijo and a secretary, the project's staff has put together programs designed to tap talents and resources in their own back yards.

Community elders have enriched the program by visiting Frank Elementary School, which also serves as project headquarters, to share stories of days gone by.

Also, a Yaqui vocabulary list has been recorded so parents can teach their native tongue to offspring in hopes that written stories about the tribe's history can be documented.

The project's newsletter helps keep the community informed as to what the project is undertaking and helps recruit community members to participate in various programs.

Even though these efforts might seem trivial to some outsiders, Guadalupe residents feel the Yaqui Project is essential if their treasured customs are to be understood by the generations to come.

Guadalupe, an incorporated city of about 5,000 persons, was established about the turn of the century and since its conception the culture has been diluted due to a lack of a formal tribal government, a development opposed by tribal elders who fear they would become wards of the government.

"Today parents feel the children are not learning the language, culture, history of much of our feelings behind traditional ceremonies. The children understand even less what the ceremonies stand for," explains Armijo.

In fact, he argues that not only should the program be continued, but the Yaqui Project should be expanded to reach more members of Guadalupe. Specifically, Armijo feels the program should be expanded to include a summer program to teach the youth more about Yaqui customs.

"We had a short program last summer and from what we could tell, the kids were really interested in learning about themselves," Ms Compoy maintained.

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Passing On Traditions

Dressed in Yaqui ceremonial costumes, members of the staff of the Yaqui Project in Guadalupe prepare to present a program for youngsters at Frank Elementary School to teach youngsters more about ancient Yaqui customs. From left are Joseph O. Marquez, Marie Reyes and her three-year-old daughter Veronica, Felipa Tavena, Felipa Valenzuela and Anita Valencia, all — except young Veronica, of course — former Head Start teachers in Guadalupe. Objective of the Yaqui Project is to help preserve and perpetuate customs and culture of the Yaqui people by teaching them to younger generations. Also a member of the staff trainees group but not pictured is Maria Romero, who was home with a broken leg when the picture was taken.

Jan Young photo

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[illegible]aqui culture remains strong

By MARCY TOWER

The Yaqui Indian people were a proud, successful people, settled in the rich farming land along the Yaqui River, near what is now Guaymas, Mexico.

The Yaqui who live there still are proud, for they are one of the few Indian tribes who still live on their own land.

But wars with the Spaniards caused many to flee their homeland to as far away as Yucatan and Arizona, and thus to lose touch with their identity, their culture, their pride.

Many Yaqui people, mostly in Guadalupe and Tempe, are gaining a new sense of that pride through the Guadalupe Yaqui project and, in Tempe, through the Title IV Indian program, according to cultural developer for the Tempe program.

She is Octaviana Salazar, who spoke recently at a CLYDE seminar at Vista del Camino.

"I have seen the Yaqui become more proud of their culture," she said. "Before, a Yaqui wouldn't admit who he was, but now they are proud. I can really see the change."

To an audience of nearly 50, including several local Yaqui people, Salazar presented slides of the Yaqui in Guadalupe [illegible] in Mexico, presented a display of artifacts and [illegible]ussed the Title IV program which seeks to bring [illegible]ral awareness and use of the native language into the educational program.

This means speaking and presenting programs to students throughout the district. Programs are presented for each grade level dealing with language, history and traditions.

Curriculum coordinator for the Guadalupe project is Salazar's sister, Antonia Campoy. Members of the project work with Head Start children and their parents, primarily at the Frank School. They have developed their own tri-lingual materials, using Yaqui, Spanish and English.

Both women have mixed feelings about Yaqui children being bussed to racially mixed schools. "It's good to learn to adjust," said Salazar, "but it also is good to keep cultural pride."

And that pride begins with an awareness of the language, the ways of daily life and of special occasions which still are celebrated by the Yaqui of Arizona as well as of Mexico.

Easter time is the most highly celebrated occasion, with special events starting on Ash Wednesday and running for 40 days through the entire period of Lent. Cross bearers are stationed along a route of a processional scheduled each Friday during that period, but it is during the final week, Holy Week, that the ceremonies reach an around-the-clock intensity.

They continue to build until Holy Saturday, when the Fariseos ("evil ones"), in their hand-made costumes and masks, parade toward the church. "Protecting" the church are the angels and after they have won a "battle," a fiesta [illegible]ins which features the famous deer dance and Pascola [illegible]ers. Slides were of the celebrations in Tucson, as picture-taking is not allowed at the Guadalupe celebrations.

"To the Yaqui, the ceremonies are very sacred," said Salazar. "And it is very important that the young people not [illegible]

Progress photo by Tim Koors

The meaning behind a Yaqui mask is explained by Octaviana Salazar.

BEST COPY AVAILABLE

Page 2 TEMPE (Ariz.) DAILY NEWS, Tuesday, October 19, 1976

Yaqui Display Slated

An open house on the Yaqui Project will be held tomorrow, 5:30-8:30 p.m., at Frank School in Guadalupe.

The Yaqui Project, part of the Head Start program, was organized to teach Yaqui Indian children their language, history and culture. The project started last November, and spends one day a week working with the children's parents; and one day a week with the children themselves.

Research has been done on all three aspects of the program, and 200 Yaqui words have been found and written down.

A display of the Yaqui vocabulary and artifacts, plus slides of their history, will be at the open house.

All those interested in seeing what has been developed are invited to the open house.

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The Phoenix Gazette

Friday, July 2, 1976

Section B, Pages 1 to 22

County Cited For Promoting Yaqui Culture

A "one of its kind" Operation Head Start program teaching Yaqui culture to preschool Indians has won an achievement award for Maricopa County.

John Back, county community services director, claims Yaquis lack written history and language and that the culture was dying out through "Americanization." He got a federal grant for the "unique" program of promoting interest in Indian heritage in the young.

BACK SAID a number of Indian cultures vanished with winds of changing times. "We don't want that to happen to the Yaquis."

Yaquis primarily are indigenous to the

Turn to ●AWARD, Page B-2

● AWARD TO COUNTY

(Concluded from Page B-1)

northwest quadrant of Mexico, thus are not "under protective auspices of the U.S. Bureau of Indian Affairs," said Back. However, many migrated to Arizona.

"There are about 2,500 Yaqui Indians in Guadalupe, where tribal members have been established since the turn of the century," Back related. "An additional 100 live in Scottsdale. Pima County has about 3,000, but I don't know when the first settlement occurred there."

THE COUNTY applied for and received a $25,000 grant from the U.S. Department of Health, Education and Welfare to begin a culture-revitalization program among the Yaquis last fall.

This week, the effort won an achievement award from the National Association of Counties, and Back said he wants to extend it at least another year after the initial grant expires next fall.

There are no Yaqui Indian reservations in Arizona. "We located a half dozen Yaquis in Guadalupe who have a pretty good understanding of Yaqui culture and are working with them and about 100 preschool children."

BACK HAS TWO employes conducting study sessions in homes in Guadalupe. "We want to encourage learning activities in the children and are hopeful written studies of the language and culture will occur."

The six parents are being trained to instruct others on the art of teaching Yaqui language and culture to others. The program is being conducted under auspices of the Head Start project.

THE INDIANS were rapidly becoming Americanized. "The typical language here has been Americanized-Spanish and fewer and fewer tribal members were using the Yaqui dialect," according to Back.

"There is great historical value in preserving records of the Yaqui civilization. Because transmission of it was verbal, it was seriously threatened. We are redeveloping interest among the Indians in their own heritage."

One community services employe took a vacation in Northern Mexico and brought back various materials for use in the instructional program. They included native toys, kitchen utensils, tools, art works and artifacts still used by Yaqui medicine men.

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GUADALUPE YAQUI PROJECT

JANUARY, 1977

NEWSLETTER

8409 South 56th Street • (602) 838-4553 • Guadalupe, Arizona 85233

TRAINEES

This month the Yaqui Project staff and some parents went to visit the Gila Indian Arts and Crafts Center, at the Gila Indian Reservation. While there, we got to see alot of Indian arts, pottery, jewelry, and museum type displays of the Indian lifestyles. It was a very good learning experience for all of us; and while there, we also ate typical Indian food.

Our trainees will be working with Head Start children twice a week instead of just once. In working with these children, the trainees will start using cultural flashcards. These will be used to emphasize number concepts as well as Yaqui culture.

Trainees will be going to the zoo with the Head Start children on February 24th. This will help children learn about animals and their names in Yaqui.

Trainees have also been using filmstrips in teaching parents about early childhood development. This not only helps the trainees, but also helps the parents understand about children and their development.

CONSULTANT

As a special guest this month, we had Mr. Jose V. Matuz, a person from this community. He talked to us about the Yaqui language and answered some of our questions. We enjoyed having him come to our Project.

OUR PEOPLE

The Yaquis are one of the chief surviving tribes of the Cahitas. Today, many of the Yaqui people live right here in Guadalupe. Their ancestors fled from the Mexican wars in Sonora in the 1800's. Some settled on 40 acres here in Guadalupe where they still live.

The Yaqui people are very proud of their history, loyal to their family and friends. The Yaqui language is spoken in their homes even though the children may speak Spanish with Mexican-American friends and English in school.

The Yaquis here in Guadalupe are best known for their fiestas, especially for the ones held during Holy Week. Even children old enough to understand, participate in these fiestas, following in the teachings of their ancestors.

HEAD START

Head Start children have been studying about community helpers, like firemen, policemen, nurses. They have also gone to visit some of our community places like the library, CAP, post office, fire station, town hall, bakery, and school office.

Head Start will have a food booth at the annual Senior Citizens Fair at Mesa Community College on February 12, 1977, from 9:00 a.m. till 4:00.

Children at Head Start will be having group pictures taken of their class on February 8th. It is on a Tuesday.

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YAQUI HISTORY

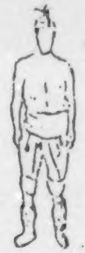
Yaqui Negotiation of a Treaty - 1610-1617

After defeating the Spaniards, Yaquis sent groups of observers to areas south of their country in what is modern Sinaloa. The Jesuit missionaries had established flourishing mission centers where crops like wheat and peaches were grown and where herds of sheep, goats, cattle, and horses prospered. The Yaquis were much interested in these new and useful things. Captain Hurdaide was anxious to negotiate rather than to fight again, since he had nearly lost his life as well as men and equipment in the 1610 encounter. The Yaqui leadership, strongly influenced by two voices for peace - Conibomeai and Hymsimeai - succeeded in finding common ground with the Spaniards, after extensive negotiation and further inspection of what the Jesuits had to offer. An agreement was reached with guarantees against further aggression on both sides. The Spaniards reported that the Yaquis became fearful of Hurdaide because they believed that he had saved his life by magical power and accepted rumors that he spread about non-existent reinforcements by sea. They therefore capitulated, according to the Spanish accounts, even though they had won on the battlefield. This version is hardly to be believed, since the Yaquis insisted that missionaries be sent immediately and that they enter the Yaqui country without military escort. It appears that the Yaquis were anxious for the benefits of the Sinaloa missions and that Hurdaide had decided that fighting Yaquis was too costly. On this ground they were able to get together. (2nd of 10 events)

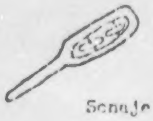
As mentioned in our previous newsletter, the above article on Yaqui History was taken from "Highlights of Yaqui History" by Edward H. Spicer for the magazine THE INDIAN HISTORIAN.

PASCOLA DANCER

Pascola se le llama al hombre que baila la danza pascola. Esta persona, durante la danza lleva la cabeza descubierta con un machon de cabello amarrado arriba de su cabeza. A un lado de su cara lleva una mascara. Solamente usa covija de color cafe o blanco detenido con una faja de lana negra en la cintura; este mismo pedazo de lana negra es amarrado arriba de las rodillas dando a la covija una impression de pantalon de montar. En la cintura lleva un cinturon con campanitas. Tambien lleva cascaveles en sus tobillos como el "maso" y baila descalzo. En las manos lleva un sonaje que suena al pegar en la palma de la otra mano. El pascola hace el papel de un payaso; haciendo chistes de cualquier cosa, distribuyendo cigarrillos a los que lo rodean.



Pascola



Sonaje

INDIAN EDUCATION

A public hearing for the Title IV Indian Education Program will be held on Monday, February 7, 1977, at the Frank School Library. Please make a note on your calendar and make an effort to attend. Refreshments will be served.

+ + + + + +

There will be no school on February 21st - Washington's Birthday.

The Indian Education Program of the Tempe Elementary School District have been going to different schools in the Tempe district teaching about the American indian and Yaqui cultures, lifestyles and customs. Each time a teepee is set up for story telling and children get to eat "wasna" an Indian food of raisins and dried beef; and participate in making their own fry bread. This presentation also includes Yaqui dancers. They just recently did their presentation here at Frank School.

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GUADALUPE YAQUI PROJECT

FEBRUARY, 1977 NEWSLETTER

8409 South 56th Street • (602) 838-4553 • Guadalupe, Arizona 85283

TRAINEES

Our trainees have been working on short stories, recipes, vocabulary word lists, trying to finish them to have published in a booklet before the project ends in May. If you have any recipes on food that used to be prepared years ago, and would like to have them published, please feel free to bring them to the Yaquui Project room. We are interested in preserving the Yaqui language, culture and history and this is one of the ways we hope to accomplish this.

The Yaqui Project trainees went to the Phoenix Zoo with all Head Start classes on Thursday, February 24th. This gave them the opportunity to point out animal names to the children; helping them more in understanding the Yaqui language. Going to the zoo together was a good experience for both Head Start children and trainees.

Our trainees have now introduced Yaqui music, including songs in Yaqui in teaching the Head Start children. This would also include teaching them not only musical instruments, but also Yaqui artifacts. Children seem to enjoy this.

HEAD START

All Head Start children from the morning class walked to the Guadalupe Fire Station to greet Senator Dennis Deconcini (on February 28th) while he was on a visit to Guadalupe to talk with town officials.

Head Start will be having parent-teacher conferences the first two weeks of March. These are held in order to have better informed teachers as well as parents and to discuss child's successes or problems.

The children from Head Start will be studying about all kinds of transportation during the month of March. To help them more in learning about transportation they will be taking a field trip to the Phoenix Airport, to see the airplanes. They also plan on taking another field trip to McCormick Ranch in Scottsdale, in hopes of taking a train ride, another means of transportation they will enjoy learning about.

OUR PEOPLE

In our previous newsletter we talked about Yaquis here in Guadalupe and how they are best known for their fiestas; but what kind of fiestas would they be without music?

Here in Guadalupe most of our musicians are self taught. We have two Yaqui mariachi groups that play and sing, (of which we are very proud of) several "conjuntos". There are also individuals that play guitar, violin, accordion or sing. This just shows that Yaqui people are not only talented, but also happy.

During the Lenton season, most of these persons give up music, partying, drinking, and other entertainment especially if they are participating in the Yaqui Easter Ceremonies, since these religious ceremonies are taken seriously.

After the ceremonies are over, they get together again to play at fiestas, and other special occasions.

(over)

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WORKSHOP - CHILD DEVELOPMENT

We were invited to attend a training session on "How an Average Child Behaves From Ages 3 - 5 Years". This was for Head Start parents and teachers; and held at the CAP Office, here in Guadalupe. The persons attending saw two filmstrips on the developmental stages children 3-5 go through. A discussion followed and it was learned that children between ages 3-4 feel that there is a logical explanation for everything and they are full of questions. Socialization is the task at this age. The 4-5 year old thinks in a more organized way, has a better memory for past events and can complete tasks. Children at this age usually dress themselves very well, enjoy feeling useful and grown-up. This is a challenging age because it forms the beginning of more formal learning and later attitudes and behavior in school. This training session was handled by Susana Canisales de Hernandez, Education Coordinator of the Central Head Start office. Persons from our community that attended found this training session very interesting.

* * *

Etepo umee ili usim yoemnota ta a y"a. We want (our) children to learn Yaqui.

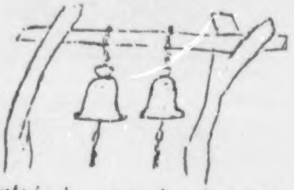
* * *

INDIAN EDUCATION

An Indian Parent Committee meeting will be held on March 21, 1977 at 7:00 p.m., at the Frank School library. This is an important meeting where discussion of the revised budget and progress will take place. Remember that you as parents, have the power to say how these funds are spent. The Indian Ed. Program needs your support and participation! Note this date on your calendar and try to attend. Plans for a special dinner event will also be discussed.

LAS CAMPANAS (the bells)

Bells are important in any Yaqui town. Bells can be heard ringing as an announcement that somebody from the pueblo has died; or when a meeting will take place, it is used to call the people. On Holy Saturday during the fiesta, bells can be heard, ringing, in a happy, joyous sound. I cannot imagine our town Guadalupe without the sound of the bell.



In Santa Barbara de Huirivis by some church ruins, as is typical, a ramada is seen in the Yaqui country and two bells hang from a rack, one marked Santa Maria Magdalena 1738, and the other Santa Concepcion 1776. The area around the ramada are full of burials, many of them covered with shells, since it is near the Gulf. This is in Rio Yaqui, Sonora, Mexico.

COMMUNITY SERVICE

If someone comes to your house trying to make a profit by either selling pictures, or trying to do home repairs on your house, always ask them if they have a license from our town hall. Now that we have incorporated as a town, people need to be licensed to do such things. Or call 839-2415, our town hall.

GUADALUPE YAQUI PROJECT

SEPTEMBER, 1976 NEWSLETTER

[illegible] S. 56th Street • (602) 838-4553 • Guadalupe, Az. 85283

GUADALUPE YAQUI PROJECT

This is our third newsletter, and alot of people have been asking what the Yaqui Project is all about. We are part of the Head Start project. It originated when one of the parents from the community were concerned that the Yaqui language was dying out. So a proposal was written and sent through Head Start and funds were made available for this project.

Our goals are to teach the Yaqui language, culture and history. Also early childhood development, since this is where teaching language and culture should start. We should teach them the importance of keeping up our Yaqui language and culture. Being Yaqui is something we should be proud of.

SPECIAL GUESTS

This month we had Miss Paula Gregg, Nutritionist, come and show us a film on "Read the Label, Set a Better Table". After the film she discussed the nutritional value in some of the Yaqui foods such as in "posole", and "guacavaqui". This presentation was very interesting and useful for us. We liked it.

Another special guest this month was Mr. Jose Matus, a Pascola dancer. He did a presentation on the Yaqui traditional pascola dance. It was very interesting and informative.

MATACHINES

The Matachines is a small group of dancers composed of men and boys only. They usually have a leader called the "Monarca". The younger boys are called "Malinchis". This dance group is usually seen at almost all kinds of fiestas among Yaqui people. Most of these are religious fiestas.

FIESTA DE SAN FRANCISCO

October 3rd and 4th are special days for the Yaquis. They celebrate the Feast of St. Francis of Assisi. Many Yaquis go to Magdalena, Sonora, Mexico for the fiesta. Others go to San Xavier Mission in Tucson, Az., to celebrate with food, dancing, and music.

The Yaquis also participate in the dancing at San Xavier, in Tucson, and in San Francisquito, in South Phoenix.

These dancers use many of their costumes and accessories that are also used at other fiestas such as: Matachini crowns, La Palma, (a piece of bamboo stick decorated with colorful feathers) Pascola masks, and guajes (gourds). Usually there is also an Arch, made of bamboo decorated with paper flowers. Dancers pass under this arch during these ceremonies.

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TALENT

We are very proud to mention that we have here in Guadalupe, our own Yaqui Mariachi musicians. They are called the "Mariachi Yaqui, Los Hombres de Bronze". They are: Gabriel Alvarez, Panchito Paderez, Benito Flores, Beto Posadas, Joe Henry Alvarez, Victor Valencia, Dolores Frias, and Federico Humada. They are called upon to play and sing at fiestas, during masses, and other events. Their music has taken them to Guaymas and Vicam and other places as well. They play very well and we hope they keep up the good work!

BASEBALL

Guadalupe's baseball team "Los Yaquis" recently went to Potam, Rio Yaqui, Sonora, Mexico, to play a game. We want to congratulate them for defeating the opposing team. The "Los Yaquis" team members are: Araon Alvarez, Mgr., Jose Vega, Coach, and players are: Ignacio "Satch" Romero, Manuel "Linky" Alvarez, Florentino "Tino" Alvarez, Juan Alvarez, Jose "Negro" Valenzuela, Oscar Martinez, Jose "Porky" Valenzuela, Joe "Pelon" Uriarte, Mario Maluz, Julio Morales, Roy "Lungi" Pina, Roy Quihuis, Eusebio "Ton" Valenzuela, Cecilio "Chapo" Valenzuela, and Ernesto "Neto" Verdugo. Congratulations! you guys, for winning the game in Sonora!

HEAD START

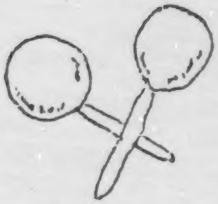
The first Parent Action Committee (PAC) meeting was held September 24, 1976. These PAC Meetings are held once a month in the Head Start room at Frank School. in spite of the rainy weather we had that day, six mothers attended the meeting. Plans for a Head Start food booth at the Holloween school carnival were discussed. We hope to have more parents attend at our next PAC meeting to be held on October 15, 1976, at 9:30 A.M., in the Head Start classroom.

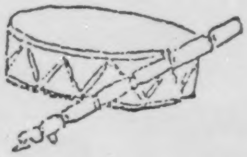
Our special thanks go to all the mothers who have come to the Head Start classroom to volunteer their help with the children. They have been a great help!

This month the Head Start children are learning body parts and colors. This is done by using objects, songs, art and table games.

OPEN HOUSE

We have been planning ahead for Open House coming up pretty soon, here at the Yaqui Project. We have scheduled it for October 20th, at 5:30 p.m. until 8:30 p.m. We hope you will be able to attend this special highlight of the Guadalupe Yaqui Project.





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GUADALUPE YAQUI PROJECT

OCTOBER, 1976 NEWSLETTER

8409 S. 56th Street * (602) 338-4553 * Guadalupe, Az. 85283

WE MOVED!

We are no longer next to the Head Start room facing Magdalena Street. We have been moved to the teacher's lounge located in a corner of Frank School Cafeteria. So come visit us at our new headquarters, we still welcome visitors.

OPEN HOUSE

We held the Yaqui Project Open House as scheduled on October 20, 1976. We had on display art work done by local artists from the community. We also had teaching materials used by the trainees in teaching the Yaqui language. We had Yaqui music going on as well as refreshments served by our trainees dressed in their very colorful and embroidered traditional dresses worn by Yaqui women. Slides on Yaqui people, fiestas, and Rio Yaqui were being presented also the 'raspo" (rasp) and "tambor" (drum) were demonstrated as used during the Yaqui dances. People seemed really interested and satisfied with the displays and work being done by the Yaqui Project.

SPECIAL THANKS

Our special thanks go to all persons who helped make our open house a success. They are the following persons: John Duarte, Manuel Acuna, Jo Fisk, Larry Sbragia, Frank Felix, Frank "Chino" Garcia, Crecencio "Chencho" Ramos, Senor Luis Valenzuela, Mrs. Liz Lopez, Mr. Al Jauregui, and Paul Valenzuela. Again, chiokoe ut tesia, gracias, thank you!

We also want to express our thanks to Mr. Ambrosio Guzman for making (and finishing on time) our display cabinet. He did a beautiful job. Gracias, Don Vocho!

SPECIAL GUESTS

Our special guests this month were Mr. Guadalupe Velasquez, Kobanao, for the Matachini dancers and Mr. Ygnacio Alvarez, musician and (Yaqui) story teller. They talked about the danzas, its music , and stories. We enjoyed their presentation very much and learned from it too. Both of these men are from our community.

Another one of our special guests this month was Ms. Elizabeth H. Gorlich, Children & Family Program Coordinator, from the office of child development of HEW, San Francisco, California. She came to see what is being done at the Yaqui Project. We had a potluck lunch and enjoyed having her as a guest. Other guests we had this same day were Jackie Garner, Head Start Administrator, and Asst. Administrator Roberto Armijo, from the Head Start central office.

EL TAMBOR YAQUI

El tambor Yaqui es el mensajero rapido y eficaz de las buenas y malas noticias, el que alegra los instantes de la fiesta con su voz sonora, y entristece en la hora de la muerte.

HEAD START

We would like to say good-bye to Mrs. JoAnn Rondeau, our Head Start teacher for the afternoon class. She will be leaving on November 12th, to go to New Mexico. We want to wish her well. We enjoyed having her even though it was only for a short time, and will miss her. She is a good teacher.

The Head Start food booth at the school carnival was a success. We would like to thank all the mothers that cooperated by donating food, time, money, help. Thanks!

Special thanks and our congratulations go to the mothers who received ribbons for participating in the classroom and gave in-kind (volunteer) hours for Head Start. They are: Manuela Flores, Persilia Hernandez, Genoveva Martinez, Laura Builducia, Ramona Villegas, Jenny Verdugo, Victoria Valencia, Mary Ochoa, Narcisa Valenzuela.

Head Start has a "traveling trophy" that is awarded to the center with the most in-kind hours each month. This month our Guadalupe Center won this trophy for the month of October. Our thanks go to all the mothers who made it possible! The winning of this "traveling trophy" and ribbons won by these mothers indicates their high interest in their early child's education and development. So keep up the good work, mamas, and let us hope we get to keep the "traveling trophy" again next month and many months to come! Excellent work!

INDIAN EDUCATION PROGRAM

We would like to invite you to attend the next Indian Education Program meeting, to be held November 8, 1976, at 7:00 p.m., at the Frank School's library. If you are interested in learning what's going on concerning Indian Education, come and find out what is happening. You are welcome at this meeting.

OTHER ITEMS OF INTEREST

Would you like to read some books on Yaqui people? Well then, why not visit Guadalupe Town Library! They have books such as YAQUI MYTHS AND LEGENDS by Ruth Giddings, THE TALL CANDLE by Rosalio Moises, YUMAN AND YAQUI MUSIC by Frances Desmore, A YAQUI EASTER by Muriel Painter, and more. The hours are: Monday and Wednesday 12 to 9 p.m.; Tuesday, Thursday and Friday 12 to 5:30 p.m.; and Saturday 9:30 to 5 p.m. Library is closed on Sunday. They also show free movies every other Saturday at 2 p.m. (They have adult supervision) Go visit the library and meet our friends that work there; Donna Stephenson, Lydia Mendoza Flores, Laura Gutierrez, and two new NYC workers, Emilia Borboa, and Tomas Alvarez. Or give them a call at 839-6898 for more information. We've been needing a library for a long time, now that we have it, we should use it. It is right behind the new clinic in the old clinic building.

The Yaqui Project trainees have been working with Head Start children on colors, and teaching body parts in Yaqui. Our trainees work with children once a week. An example of what is taught is as follows: Red - Siki Black - Chuckui
Yellow - Sawaali Head - Cova
Nose - Yeka Ear - Naka

SECTION VI

APPENDIX A

GUADALUPE YAQUI PROJECT
SKILLS RECORD

Center______________________ Teacher____________________

Child's name__________________

PARTS OF BODY	DATE	MATCHES	IDENTIFY	NAMES
Teni (mouth)				
Pusim (eyes)				
Yeka (nose)				
Naka (ear)				
Kutana (neck)				
Tono (knee)				
Chao (chin)				
Techom (elbow)				
Henom (shoulder)				
Wepei (hip)				

NUMBERS

Senu (one)				
Wooi (two)				
Baji (three)				
Naiki (four)				
Mamni (five)				
Busani (six)				
Woo Busani (7)				
Wojnaiki (8)				
Batani (nine)				
Wojmamni (ten)				

IMALS

Chu u (dog)				
Misi (cat)				
Cava i (horse)				
Huacas (cow)				
Totoi (chicken)				
Cogui (pig)				
Buara (lamb)				
Wikit (bird)				
Tavu (rabbit)				
Chi kul (mouse)				
Bakot (snake)				
Kuchu (fish)				
Jupa (skunk)				
Cucum (dove)				
Mochik (turtle)				

GREETINGS

Kechem al-lea How are you?				
Ket tui (quite well)				
Haisa e hane (How are you?)				
Ka chini (fine)				
tua tui ot very well)				

COLORS	DATE	MATCHES	IDENTIFY	NAMES
Tewei (navy blue)				
Siki (red)				
Naranjao (orange)				
Tosai (white)				
Siari (green)				
Chuckui (black)				
Jusai (brown)				
Morau (purple)				
Sawaali (yellow)				

PREPOSITIONS

Aet en (in)				
Bepa (over)				
Im (on)				
Betuku (under)				
Nau nasuku (between)				
Aetuku (beneath)				
Amak lopola (beside)				
Aet bepa (above)				
Ae napo (near)				
Betuk (under)				
Conila (around)				

OPPOSITES

Bueu (big)				
Ilichi (small)				
Teve (tall)				
Comeela (short)				
Kaka (sweet)				
Choko (sour)				
Tata (hot)				
Seve (cold)				
Vnari (wet)				
Guakia (dry)				
Guelle (walk)				
Vuite (run)				
Mik koi (left)				
Vatta (right)				

ATTENTION!!

The Headstart Yaqui Parent Demonstration Project Would Like to Know if You Are

Interested in Learning

YAQUI

- HISTORY
- CULTURE
- LANGUAGE

Register For Classes by Filling This Questionaire And Returning it to The C.A.P. Office or Go Office or The Yaqui Project Classroom by June 7TH!

1. NAME ____________________
2. ADDRESS ____________________
3. PHONE NUMBER ____________________
4. NUMBER OF CHILDREN IN FAMILY UNDER 5 YRS ____
5. HOW MUCH TIME DO YOU HAVE FOR CLASSES? (CHECK ONE) ☐ 1 HR. ☐ 2 HRS. ☐ 3 HRS. ☐ MORE
6. WOULD YOU PREFER HOME VISITS BY TRAINERS? ☐ YES ☐ NO
7. WOULD YOU PREFER COMING TO THE CENTER? ☐ YES ☐ NO
8. WILL YOU BE ABLE TO ATTEND CLASSES ALL SUMMER THREE HOURS EACH CLASS, TWO TIMES A WEEK? ☐ YES ☐ NO
9. WHAT LANGUAGES DO YOU NOW SPEAK OR UNDERSTAND? ☐ YAQUI ☐ SPANISH ☐ ENGLISH

ATENCION!!

El Headstart Yaqui Parent Demonstration Project Dasea Saber Si...

Se Interesa Ud. Aprender

YAQUI

- HISTORIA
- CULTURA
- IDIOMA

Para Registrarse Para Las Clases, llene Este Cuestionario y Entregelo a La Oficina del CAP. o La Officina del G.O. o a La Sala de Clase del Proyecto Yaqui (Localizado En la Escuela de Guadalupe Junto Las Clases de HEADSTART) Para El Dia 7 de Junio

1. Su nombre ____________________
2. Domicilio ____________________
3. Teléphono ____________________
4. Cuanto niños en la familia menos de 5 años? _____
5. Cuanto tiempo tendra Ud. para las clases? ☐ UNA HORA ☐ dos HORAS ☐ 3 HORAS ☐ MÁS
6. Prefiere Ud. que lo visite el entrenador en su casa? SI ☐ NO ☐
7. Prefiere Ud. atender las clases en la escuela? ☐ SI ☐ NO
8. Podra Ud. atender las clases durante el verano, tres horas por clase, dos clases por semana? ☐ SI ☐ NO
9. Que idioma habla o entiende ☐ Yaqui ☐ Español ☐ Ingles

SPECIAL INTEREST CLASSES QUESTIONNAIRE

DATE: ____________

1. What is your Name? ____________________________

2. How old are you? ____________________________

3. How did you hear about the YAQUI PROJECT? ____________

____

4. Did you like the classes? ____________________

5. Do you feel that you learn something new about the Yaquis that you did not know before?

____

6. How many Yaquis words did you learn? ____________

7. Would you like to have the classes continue in the future?

____

8. Do you have any comments about the YAQUI PROJECT?

____

____

____

____

YAQUI PROJECT HOME-BASE EVALUATION

1. Name of trainee:____________________________

2. Date of session:____________________________

3. Type of training:

(a) Language________
(b) History________
(c) Culture________

Please answer the following questions yes or no and how you rate them.

	Yes	No	Fair	Good	Very Good	Excellent
4. Was the trainee prepared?						
5. Did you learn something new?						
6. Was the session interesting?						
7. Were you given materials?						

Comments:____

Signature____________________________

APPENDIX E

GUADALUPE YAQUI PROJECT QUESTIONNAIRE

Name: ______________________________

Date: ______________________________

PLEASE CHECK ALL ANSWERS THAT APPLY.

1. How did you learn about the Project?

_______ through Head Start

_______ through the Newspaper

_______ through the Project Staff

_______ through friends

_______ through the Project Newsletter

_______ other (please explain).

2. Which project activities were you involved in?

_______ Open House

_______ Home base parent

_______ Reading Newsletter

_______ Consultant

_______ Project field trips

_______ Recording stories

_______ Giving information about the Yaquis

_______ Translating material

_______ Other activity? (explain).

3. The Project helped me to become more aware of

_______ Yaqui history

_______ Yaqui Language

_______ Yaqui culture

4. What do you feel the Project did for the Community? Please explain.

____

____

____

____

____

____

GUADALUPE YAQUI PROJECT
DAILY SELF-EVALUATION FORM

NAME: ______________________________

1. TRAINING
2. DEVELOPING MATERIALS
3. WORKED WITH CHILDREN
4. WORKED WITH PARENTS
5. OTHER

PLEASE FILL-IN NUMBER OF ACTIVITY YOU WERE INVOLVED IN INSIDE BOX FOR EACH DAY. If number is 5, explain on lines for comments.

Tuesday, ____________________, 19__

ACTIVITY ☐ SUCCESSES: ______________________________

PROBLEMS: ______________________________

COMMENTS: ______________________________

Wednesday, ____________________, 19__

ACTIVITY ☐ SUCCESSES: ______________________________

PROBLEMS: ______________________________

COMMENTS: ______________________________

Thursday, ____________________, 19__

ACTIVITY ☐ SUCCESSES: ______________________________

PROBLEMS: ______________________________

COMMENTS: ______________________________

APPENDIX G

GUADALUPE YAQUI PROJECT

HOME VISIT ACTIVITY PLAN AND EVALUATION

HOME VISITOR: ______________________ MOTHER: ______________________

DATE: ______________ TIME: ________ VISIT NUMBER: ______________

OBJECTIVES:

MATERIALS:

ACTIVITY PROCEDURE:

FOLLOW-UP ON LAST VISIT:

RESPONSE TO ACTIVITY:

HOME ASSIGNMENT:

EVALUATION OF VISIT:

APPENDIX II

GUADALUPE YAQUI PROJECT
8409 S. 56th Street
Guadalupe, Az. 85283 838-4553

The Guadalupe Yaqui Project began work to operate in our community last November because of interested individuals wanting to learn more about our Yaqui Language, History and Culture. At present, we have developed vocabulary lists, and are currently seeking individuals to help us rediscover our cultural crafts, music, dance, food, etc.

The goals of the Guadalupe Yaqui Project are:

1. To foster the continuation of the Yaqui Language
2. To foster the continuation of the Yaqui Culture
3. To expand parent's knowledge of early childhood development principles.

Very soon, our Project Trainees, Anita Valencia, Josephine Marquez, Maria Romero, Maria Reyes, Felipa Tavena, and Felipa Valenzuela will be working with those families in our community interested in learning some Yaqui History, Culture, and Language, and we are very excited!

As Project Staff, we are interested in knowing persons in the community who can help us learn, or teach the following things:

________1. Yaqui Songs
________2. Yaqui Dances
________3. Yaqui Stories
________4. Pinol
________5. Posole
________6. Tortillas de Maiz
________7. Teswin
________8. Guacavaqui
________9. Atol de Panocha
________10. Capirotada
________11. Chocolate de Pechitas
________12. Pinol de Pechitas
________13. Jalea de Saguaro
________14. Albondigas
________15. Tamales de Elote
________16. Tamales de Frijol
________17. Dulce de Visnaga
________18. Fig Pudding
________19. Tapiro
________20. Napanohim (Animal shaped bread)
________21 Tortillas Grandes
________22. Wire Baskets
________23. Bamboo Baskets
________24. Petates hechos de bambu

Please check any of the items above you can help us with and return to any of the above trainees or GO, CAP, or Frank School Headstart Room.

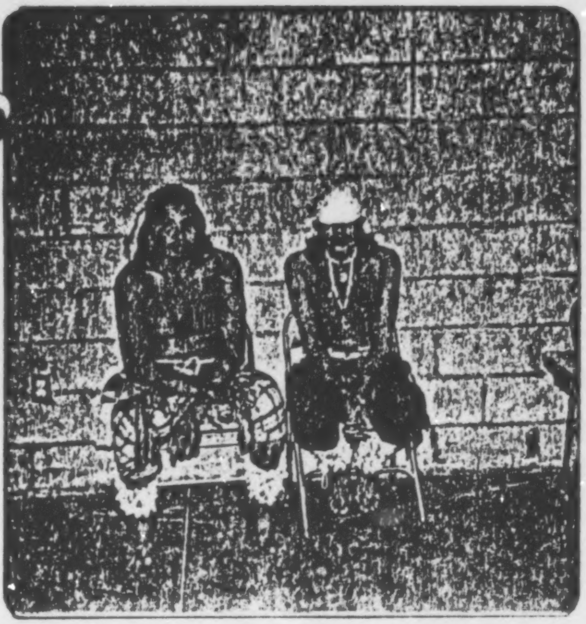
Your name:____________________________

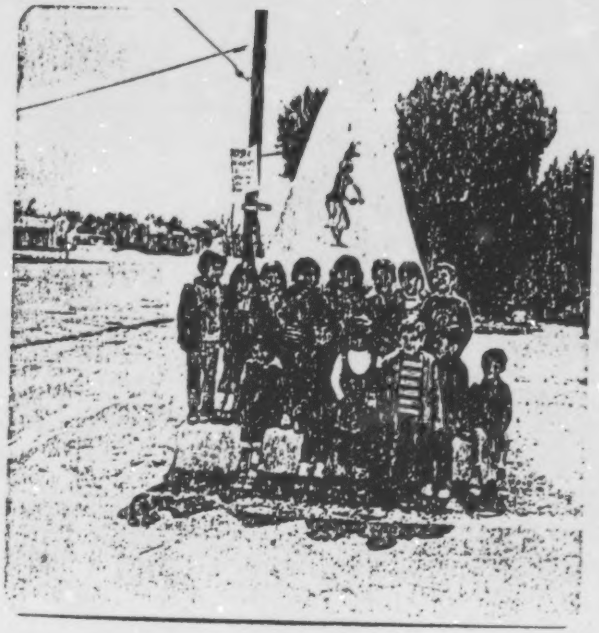
Address:____________________________

Phone number:____________________________

SECTION VII

PROJECT PHOTOS





1977
CHART TABLET

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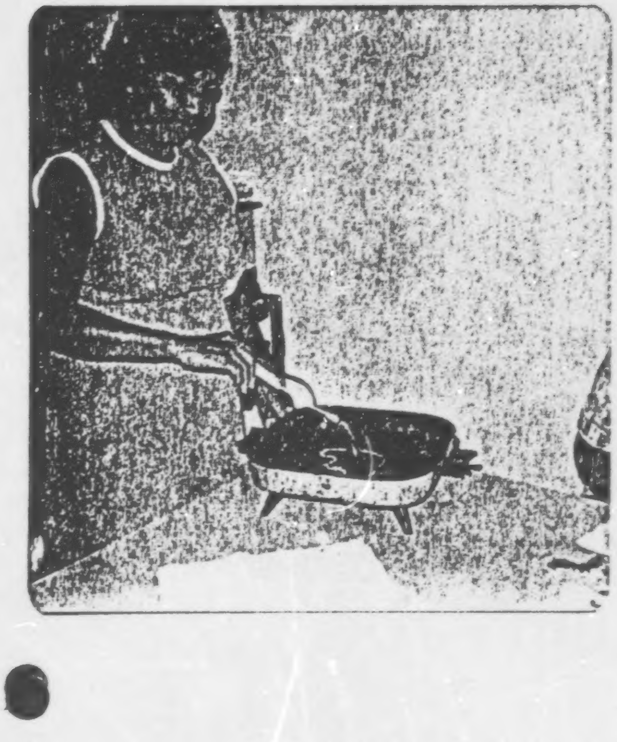

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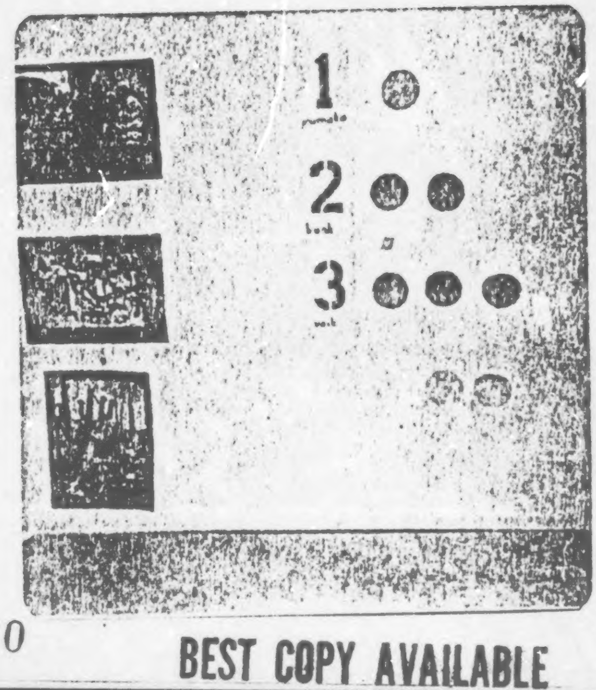

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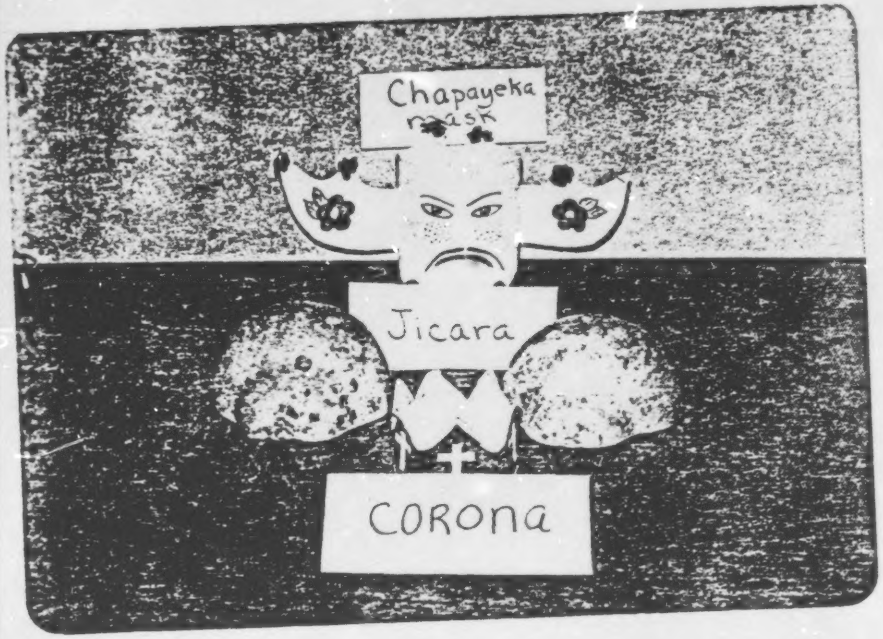
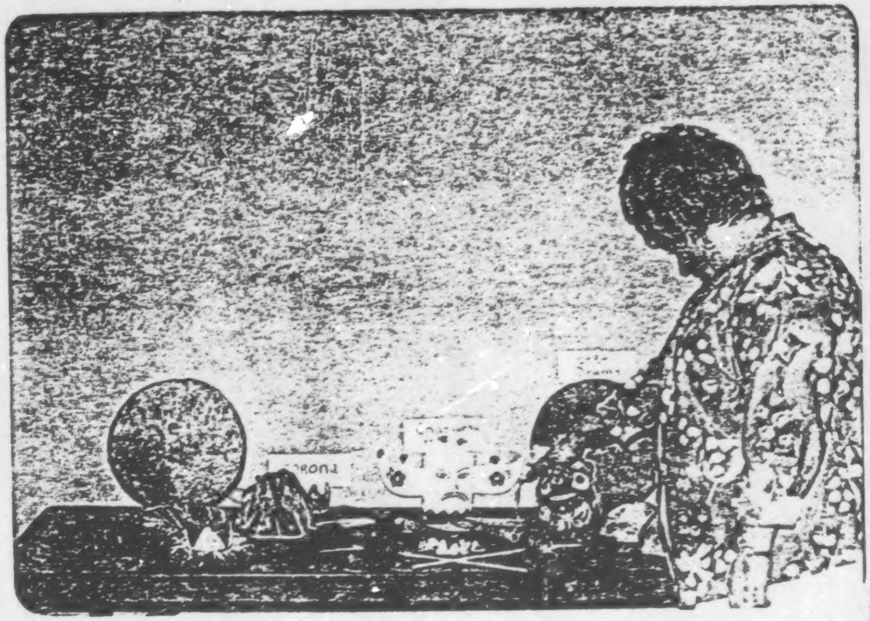

Chapayeka mask
Jicara
CORONA


Corona

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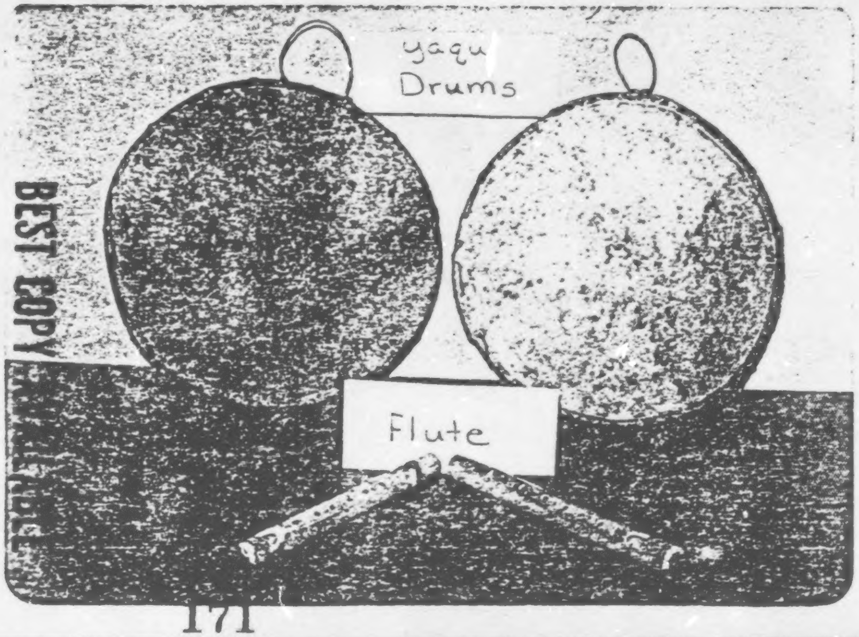
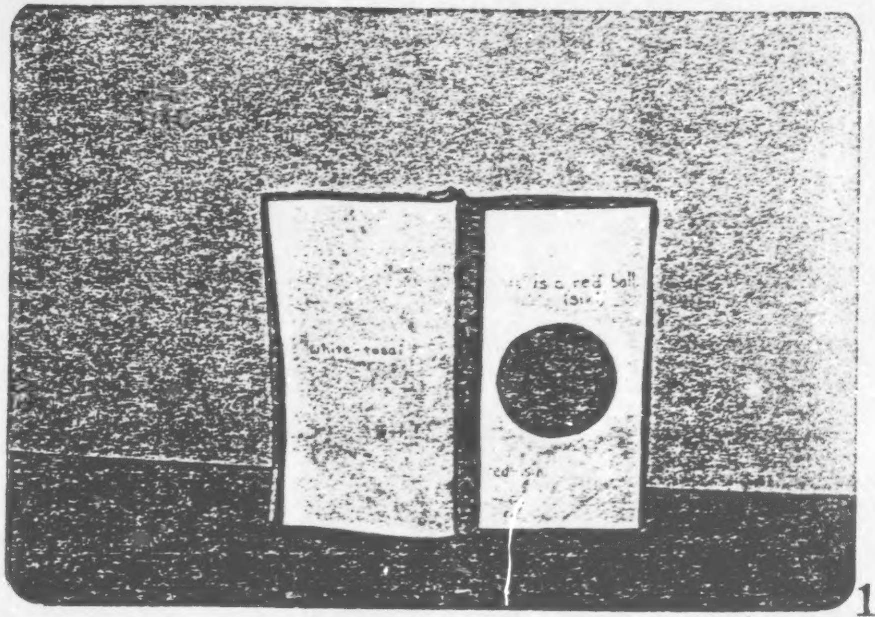
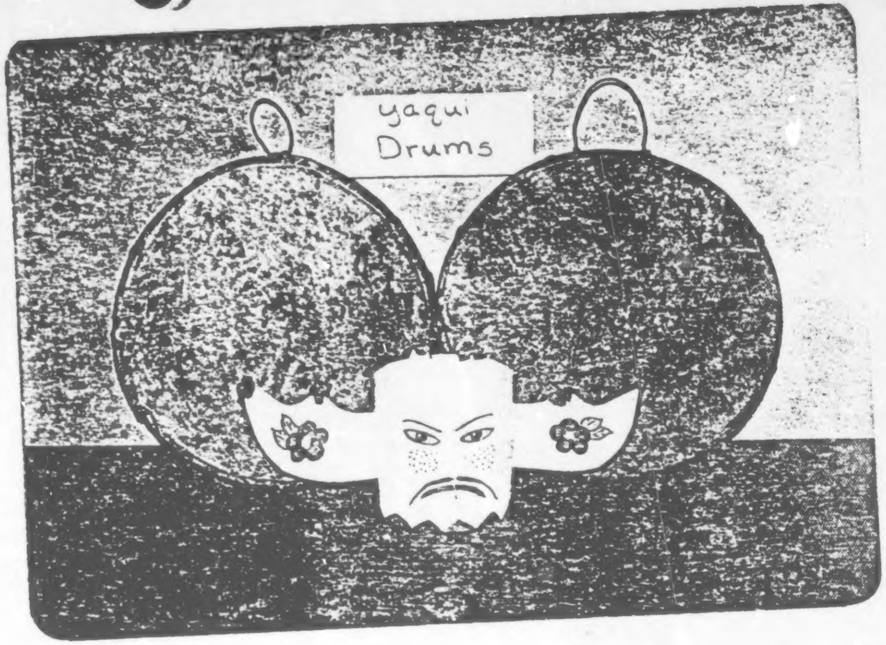
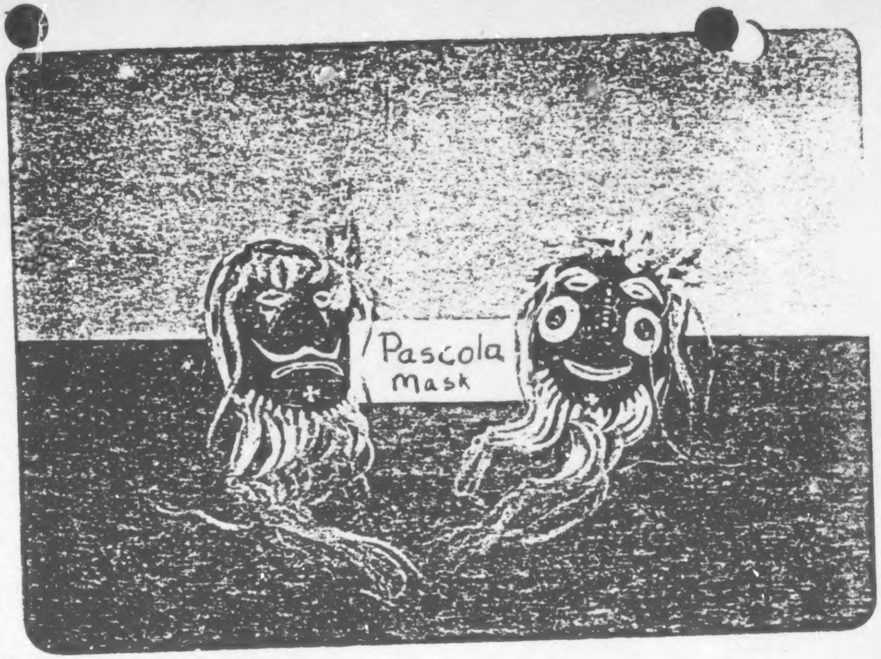
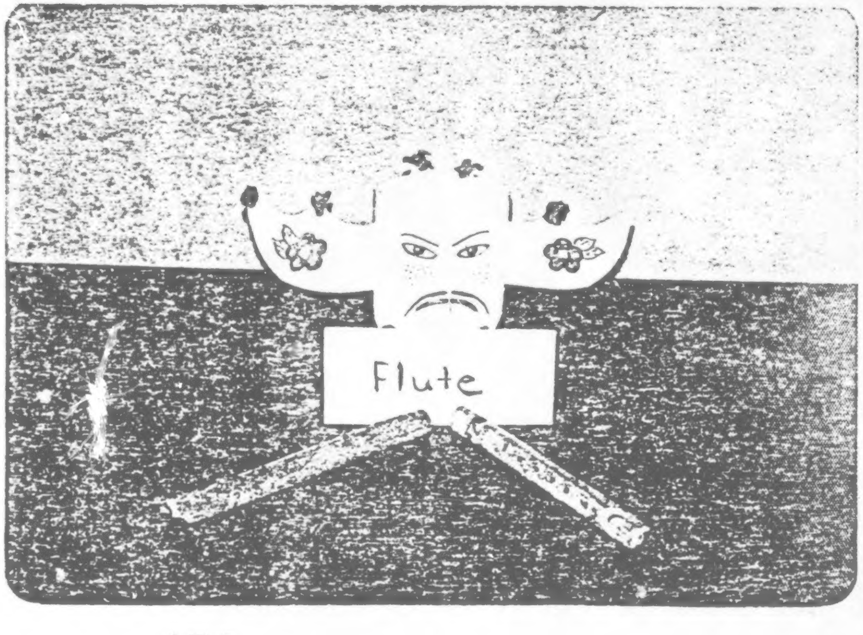
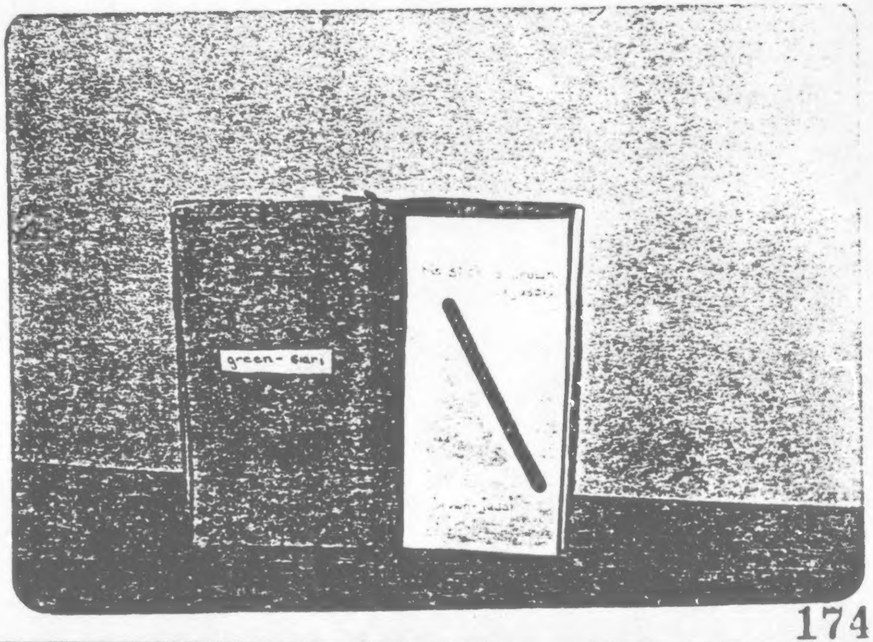

Yaqui
Drums
Flute


is a red ball
white-rosa
red


Yaqui
Drums


Pascola
Mask




green- Giari

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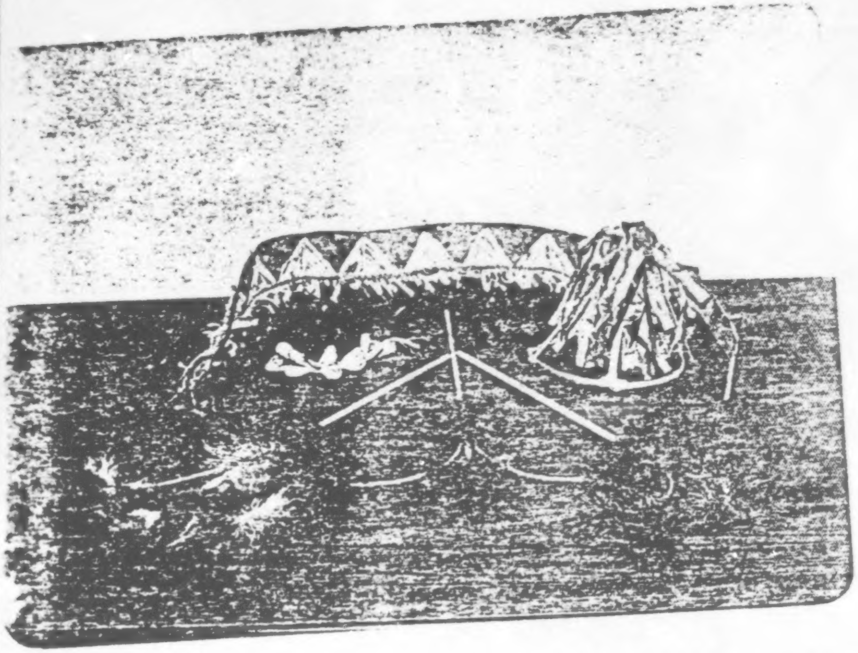

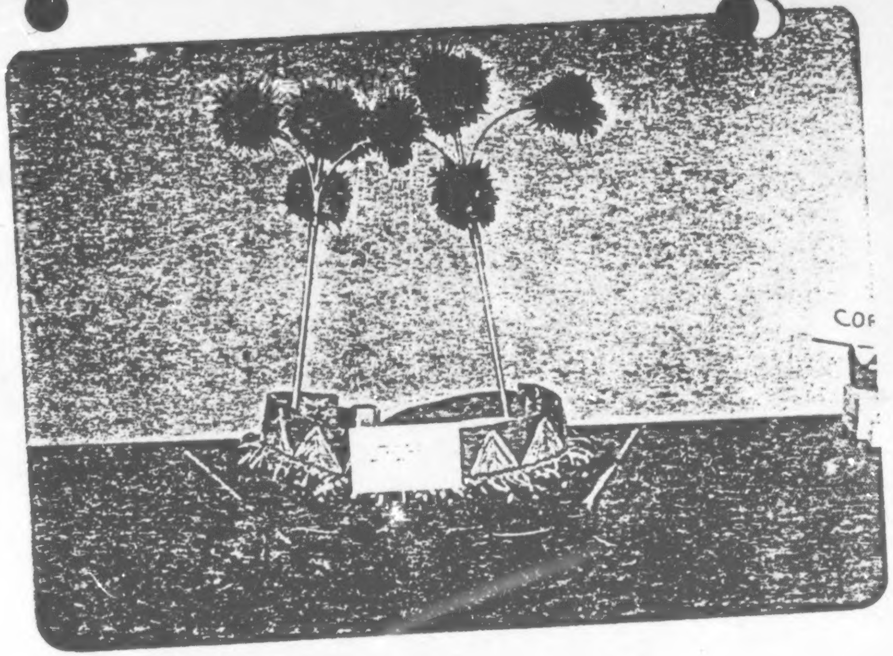

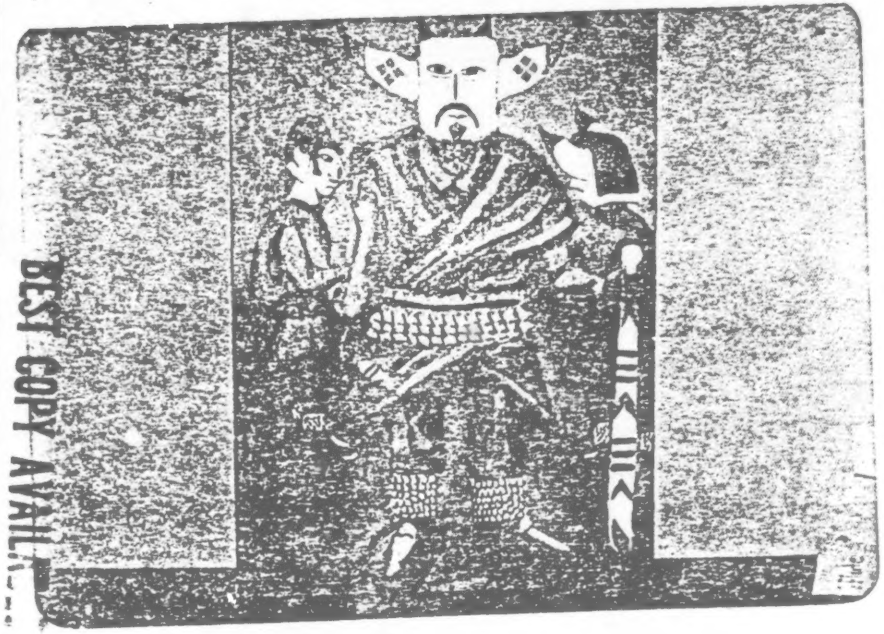

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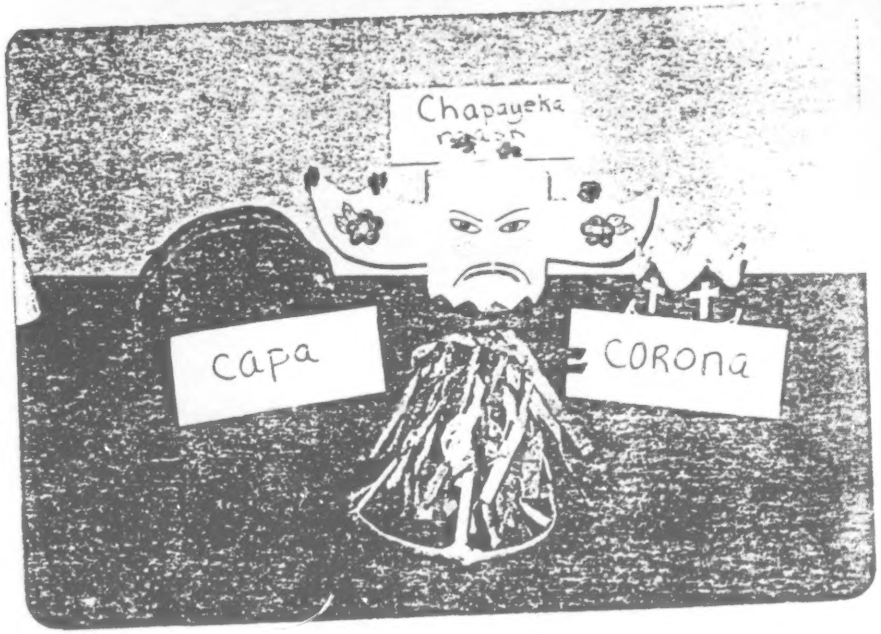
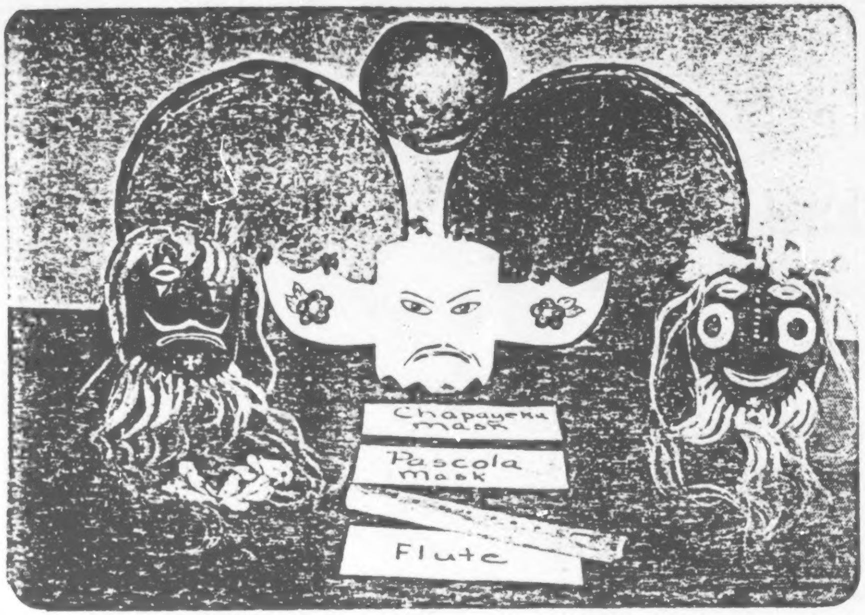
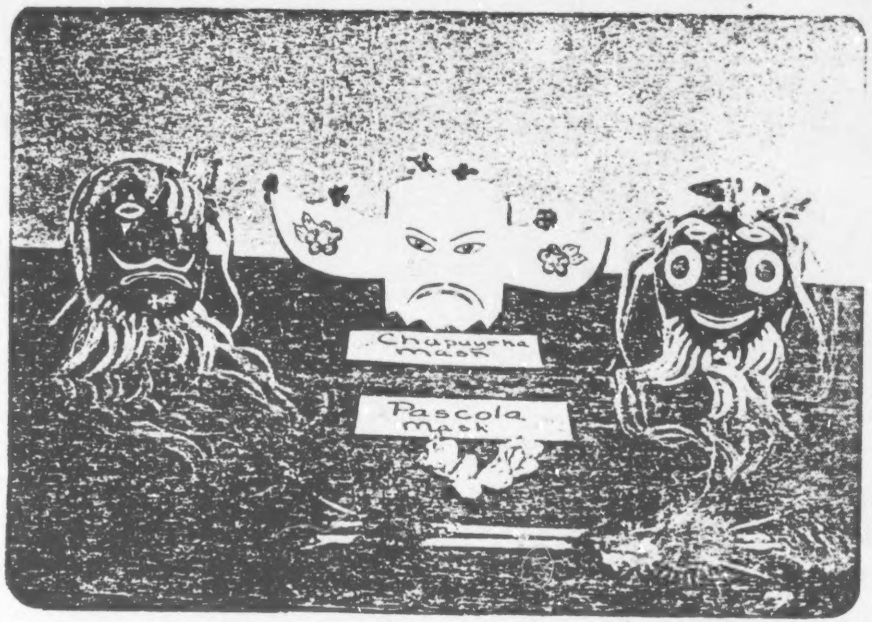

Chapayeka
capa
CORONA

175

176


Chapayeka mask
Pascola Mask
Flute


Chapayeka mask
Pascola Mask

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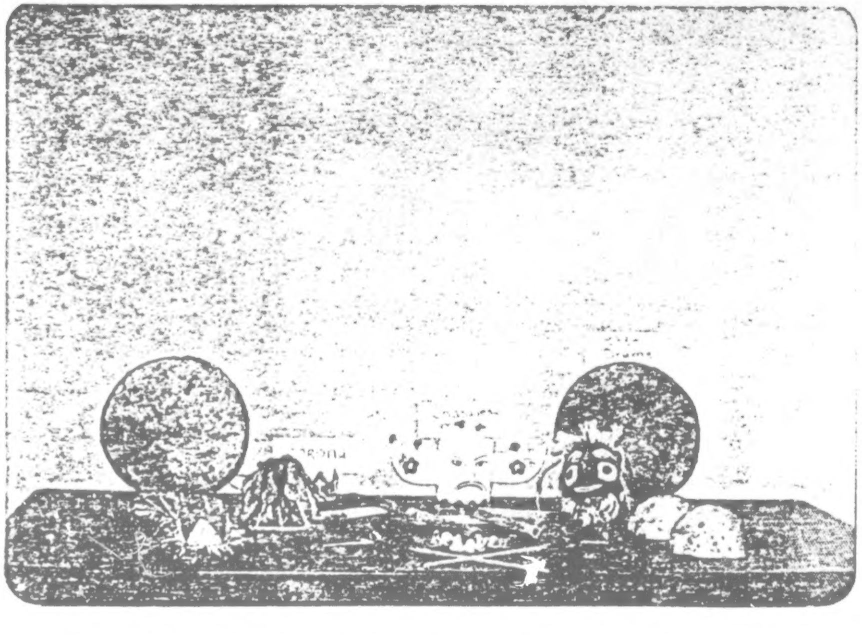

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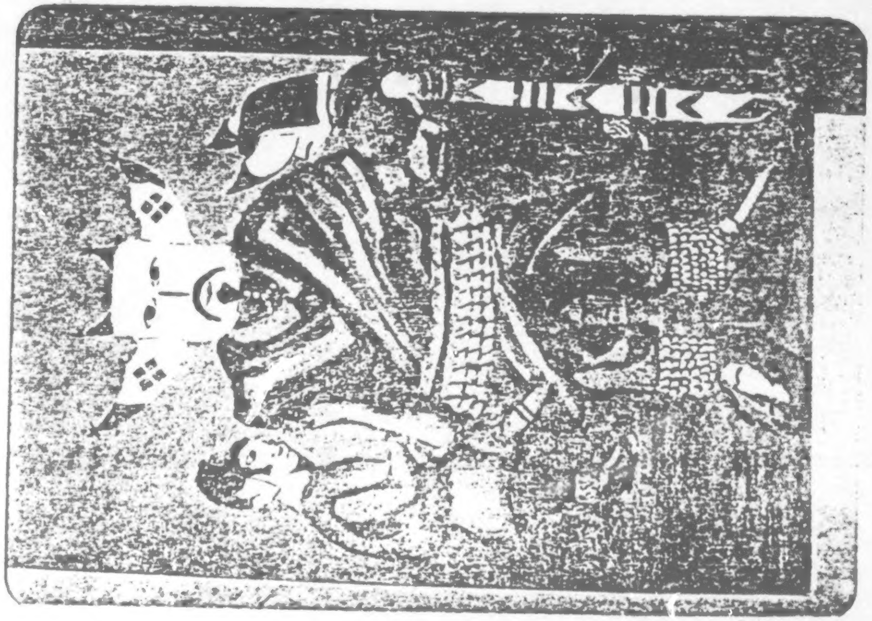
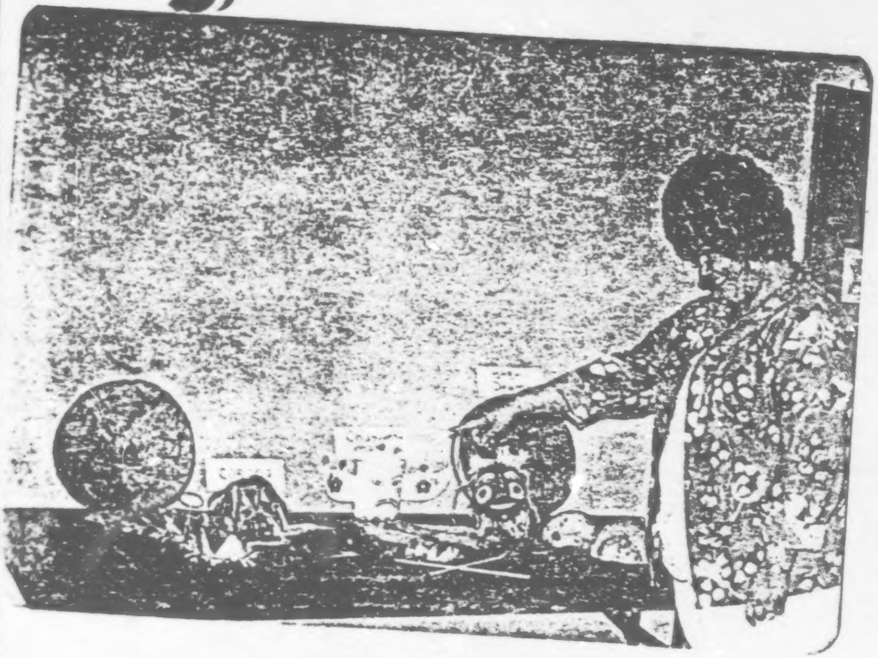
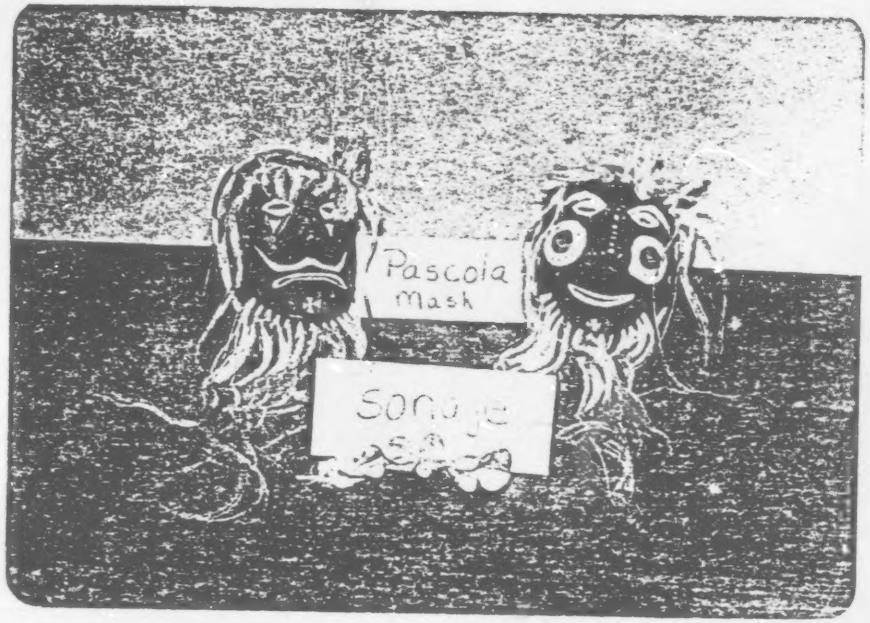
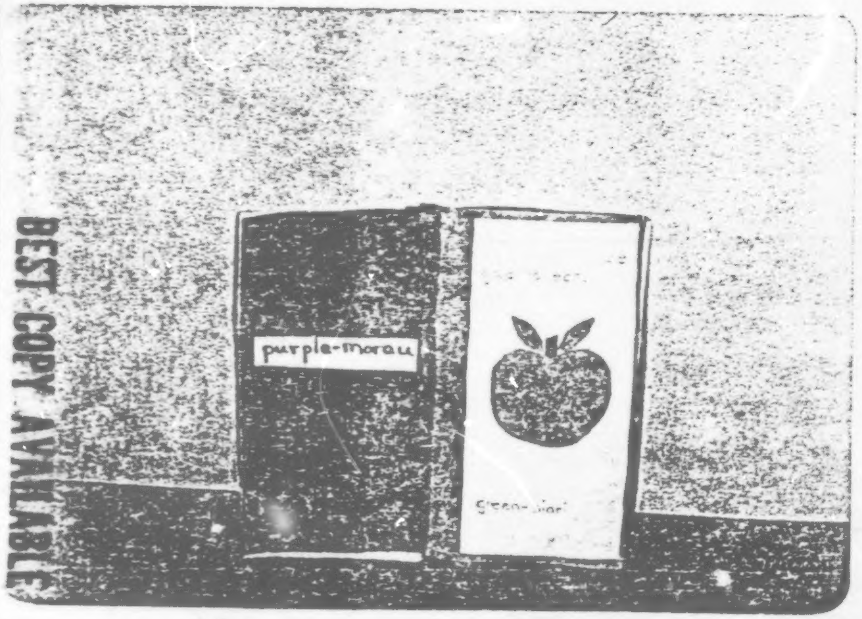
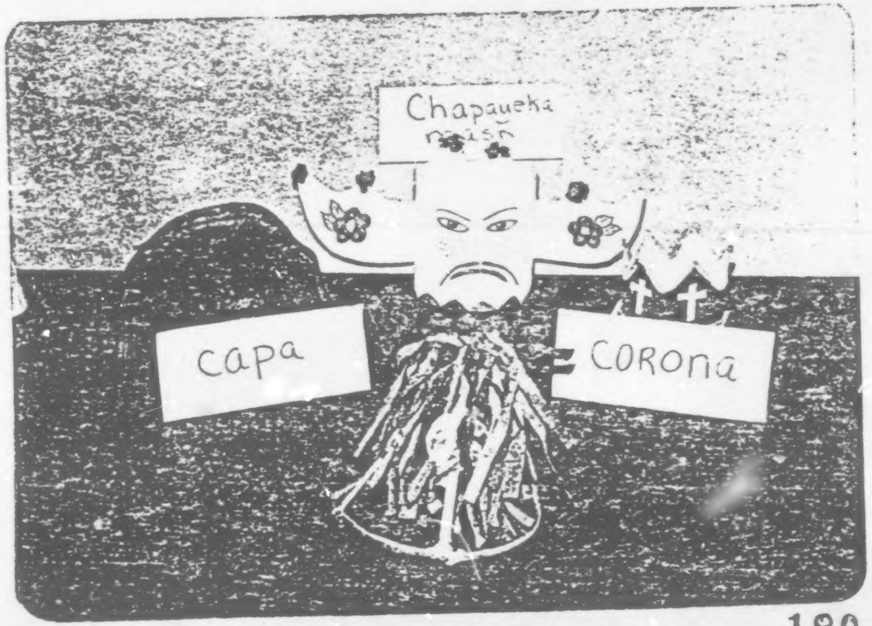


178




Pascola mask
Sonaje


purple-morau
green-siari


Chapayeka mask
capa
corona

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179

180